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Skills for collecting research data, analytical skills, and lecturer job effectiveness at Nigerian universities

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ABSTRACT

This study sought to examine research data gathering skill, analytical skill and lecturers' Job effectiveness in two Universities in Nigeria, namely University of Calabar of Cross River State, and Benson Idahosa University, Benin City, Nigeria respectively. The choice of these two Universities is to balance the equation of the research on both the public and private universities. Literature review was both empirical and theoretical. The design used was causal comparative (Ex-Post-Facto). Two null hypotheses formulated to direct the investigation. The population of the study was 1856, from the two Universities. The instrument for data collection was constructed by the researchers using a four likert scale questionnaire titled; Skills for Collecting Research Data, Analytical Skills, and Lecturer Job Effectiveness at Nigerian Universities. The face and content validity was checked by experts in Measurement and Evaluation who vetted the items developed. The reliability of the instrument was trial tested using the Cronbach Alpha method and the co-efficient ranged from .71 to .86. The stratified sample technique was used to sample 420 lecturers, for the study. Statistical tool employed for data analysis was the simple linear regression at 0.05 level of significance, with 341 degree of freedom. The result of the analysis revealed that research data gathering skill, analytical skill significantly relate with lecturers' Job effectiveness. It was recommended that regular seminars and workshops on research be organized for academics to update and sustain their skills in research.

Keywords: *Research Data Gathering Skill, Analytical Skill and Lecturers' Job Effectiveness*

Introduction

The world's educational stakeholders as a whole now prioritize fostering the work efficacy of academic staff in higher education. The foundation for this is the idea that no system of higher education can advance beyond the calibre of its teachers. The necessity of academic staff members doing their jobs effectively is also dependent on their ability to provide high calibres personnel training, which aids in national growth. In response to the needs and interests of all students, they offer high-quality educational possibilities that are both accessible and inexpensive. Additionally, they offer excellent lifelong learning programs and career counselling to equip students with the information and abilities necessary for independence in both the home and the workplace. In reality, by producing skilled labour that meets the demands of the labour market, academic staff effectively reduces the rate of skill shortages.

A person's legally specified duty in a workplace organization is defined as their job. A job is a regular action that is frequently carried out in exchange for cash, to be more precise. In order to achieve organizational goals and succeed, a job must be completed effectively. This entails handling the appropriate tasks at the appropriate time, location, and with the appropriate resources. Anwar and Ishaq (2012) define a teacher's job as the set of mandated duties that are essential to the teaching profession and that they must fulfil in order to be paid and continue working in the educational system. They include, among other things, project management and excellent instruction. In order to meet students' demands for high-quality education, teaching entails the use of interactive skills based on a teacher's professional abilities while merging institutional standards. The evaluation of students is another aspect of the duty of lecturers in higher education. With the intention of comprehending the variety of individual variations and forecasting behaviour, it is the evaluation of pupils' development using test instruments. In universities, academic staff members supervise projects as well. Therefore, the efficacy of their work should not be disregarded as it encourages the creation and sharing of information for the creation of highly skilled manpower for the labour market.

There is an overwhelming job ineffectiveness noticed among academic staff of universities as manifested in the quality of graduates produced nowadays into the labour market. Asiyai (2013) points to poor quality of academic staff in higher institutions in Nigeria as a barrier to education that is worthwhile and which empowers the recipients with relevant skills, knowledge, ideas, values and attitudes needed in their future carriers. Osaat and Ekechukwu (2017) note that poor performance of students in examination and engagement in examination malpractices are proofs that a lot has not been done by lecturers in terms of teaching, apart from other contributory factors. Academic staffs of universities are supposed to be qualified and knowledgeable educationists assigned with the functions of upholding the academic standard of their institutions. More importantly, the government expects universities to attain their goal of ensuring high level relevant manpower training as well as acquisition of both physical and intellectual skills which would enable the individual to be self- reliant and useful member of the society (Federal Republic of Nigeria, 2014).The actual implementation of this goal rests on academic staff since they have direct contacts with students through teaching and research. Unfortunately, it has been observed that most academic staffs display poor knowledge of the subjects they teach in class, as they rarely plan their lessons or consult different sources of academic materials suitable for use.

The suggestion made by Fleethman (2017) that teachers should put more effort into helping students develop their critical/analytical thinking by guiding them from the familiar to the unfamiliar seems to be going unheeded because some lecturers simply give course outlines and expect students to find resources and complete their studies independently without any kind of guidance or assistance. Others consistently distribute homework to pupils without checking for errors. Students have raised instances when lecturers squander class time to recount personal experiences rather than impart knowledge and make classes more engaging. Due to their laziness, the majority of lecturers send over their students' scripts to other students for scoring. According to Emaikwu (2012), these inefficient methods of handling student evaluation have fostered marking malpractices such lobbying, sorting, extortion, and grade alteration, as well as an increase in the number of missing script cases.

According to Odu (2018), research is produced with the help of a supervisor, whose job it is to make sure the proper methodology and procedures are followed in accordance with the requirements.

Some lecturers are ineffective in supervising projects, particularly the analytical parts of the research process. In other instances, lost or misplaced student research materials prevent students from finishing their programs on time. If academic staff deliberately paid attention to the acquisition of desirable research abilities and were interested in using computers for research, the ineffectiveness of lecturers in teaching, publication, and community activities would undoubtedly be restrained.

This situation of job ineffectiveness is a general problem among university academic staff as noted by Bamidele (2014). Management of universities are worried that this may bring about non-attainment of the university goal and may lead to non-accreditation of university programs, faculties or the entire institution. More so, quality university output is dependent on the selection of qualitative and knowledgeable academic staff well-grounded in research skills such as data gathering, research analytical, research report writing, communication and computer application. This is because, research as one of the core mandates of the university, is meant to be inseparable part of education, both as continuous self-education and as a course of study in schools and colleges (Brahms 2016). It is impossible to find any academic staff who writes and publishes papers, without making advanced research. Asim, Idaka and Eni (2017:7) define research as "the study of environment to generate knowledge for the purpose of describing, understanding, predicting and controlling behaviours". It involves observing phenomenon, asking question, examining records among others to obtain valid data which are processed into valid information for knowledge that can be applied in sciences, industries and all works of life.

Information is gathered for every successful study project from the internet, libraries, or the field. Since Meerah and Arsad (2010) make it clear that this is a time-killing stage that can result in not meeting the research deadline, it is necessary to have a well-formulated outline before starting the information gathering process in order to guide the type of information collected and prevent time wastage. In order to obtain data from respondents, either in-person or through a computer, researchers must design questionnaires and interviews.

Information gathered is analysed logically and comparatively considering the review of other researchers' work. Data collected from the field through interview or questionnaires are classified and broken down qualitatively to pick out important points leading to accurate research finding (Noble and Smith 2013). Interpreting information from a subjective perspective is vital in the data analysis procedure to ensure that research bias does not impact the interpretation of result (Noble & smith, 2014 in Metin 2019)
A printed or electronic research report is necessary. It typically adheres to a certain framework depending on each university and tries to reveal to the general public the conclusion reached. The word "research project," "thesis," or "term papers" all refer to this research report that is authored by researchers.

The written report is typically also vocally presented to an audience, either with or without visual assistance. An examination for a higher degree or promotion may also take the form of a research presentation or talk. Techniques including maintaining eye contact, using appropriate gestures, and topic mastery are used.

Technologies like computers and other devices can be employed throughout the whole research process. Such a machine should be equipped with the Statistical Package for Social Sciences (SPSS) software and an internet connection for information sourcing. It is envisaged that academic staff members would

acquire research skills that will help them offer excellent instruction, conduct research and publish it, and provide community activities as examples of how well they perform their jobs in Nigerian universities. This study's focus and in-depth discussion will be on these research abilities and the capabilities demanded of academic staff at institutions.

Statement of the Problem.

Educational stakeholders have expressed worry about how Nigerian lecturers carry out their mandated responsibilities for project supervision, student evaluation, and instruction. Many people in this digital age consider lecturers' work performance to be below average and subpar. The researcher has noticed that certain lecturer seem to be performing below par at universities. In order to include their pupils in educational activities, they don't appear to prepare their lectures or show up to class. Some academic staff members appear to evaluate their pupils without really performing Continuous Assessments to gauge their academic development, according to observations. Because of the students' discontent with the supervision procedure and the poor student-supervisor interactions, there are significant failure rates for research projects, theses, and dissertations.

Academic staff job inefficiency has led to students failing exams, carrying over courses, engaging in exam cheating, repeating classes, skipping class assignments and group projects, losing focus, attending classes irregularly, missing exams, dropping out of school, staying longer than the maximum allowed for a course, and other related academic issues. However, significant research efforts by concerned individuals typically concentrate on ways to address and enhance academic staff members' work efficacy.

In order to address these issues In addition to assigning many lecturers to a single course, management has also developed a database centre, created an e-library, and provided free wireless access. In order to guarantee that lecturers are assisted in attending conferences, receiving in-service training, and accessing institutional research funds and federal research funds for personal growth, the university has formed an Academic Planning Unit (APU). Despite these efforts to change the situation, the issue has remained since graduates generated by these lecturers are also included in the system to instruct the next generation. In light of this, the researcher sets out to address the following question: What is the relationship between academic staff members' abilities to collect and analyse research data and their ability to perform their jobs effectively at the University of Calabar in Cross River State and Benson Idahosa University in Edo State, Nigeria?

Literature Review

Skill for collecting research data and lecturers' Job effectiveness

The act or practice of gathering information or data on a particular topic of interest for issue solving from many sources is known as data gathering. It is a process since it entails choosing the instrument type to use, the method of data collection, the source of the information, and the selection of relevant and accurate data. A researcher must ensure that the data acquired is pertinent, accurate, comprehensive, current, intelligible, and dependable in order to create a credible study conclusion that will be helpful to society.

Agboola and Oduwole (2005) looked at the research abilities and publishing output of academic staff

at tertiary institutions in Ibadan, Nigeria. The population of the research included all of Ibadan's higher institutions. 345 academic staff members from various universities were sampled using the stratified sampling approach. Data from respondents were gathered using a structured instrument called the Research Output and Skills Questionnaire (ROSQ). The study's findings showed that 2.94% of lecturers had more than 20 national publications, 8.82% had ten to fifteen local/national journal articles, 17.56% had six to nine local journal publications, and 11.77% had between one and five publications. These showed a significant correlation between lecturers' publishing output and the use of their research abilities in the creation of high-quality papers, including data gathering, literature searches, data analysis, and data presentation. It was suggested that instructors have enough training in research techniques to increase their efficacy at work.

The Pew Research Centre (2012) conducted a study on how research is conducted online. The objective was to learn how researchers acquire data for their studies. The study included a focus group sample of 180 instructors, including 30 National Writing Project teachers and 150 advanced placement teachers. 27 respondents had field face-to-face interviews at various points, and it was noted that personal interactions cannot be entirely excluded from research if the researcher is to develop essential skills. However, one must be cautious when gathering information through face-to-face interviews, particularly when it pertains to the interviewee, to avoid falsified information. Researchers should be knowledgeable enough to differentiate information that are useful from those that are not, decide which form or type of interview to use (structured or unstructured), decide best way of approaching the interviewee so as to gain his confidence to provide needed information, decide best way of recording information received – (tape recording or note taking) and he/she must be careful an guard against information loss as it would be tedious, time taking and waste of resources to repeat the whole process. Apart from getting falsified information, the researcher may find it difficult to get the attention of a respondent especially, if he/she is a high ranked worker.

Using a qualitative survey approach, Chireshe (2017) explored university students' perceptions of effective and ineffective lecturers. Finding out what makes a lecturer effective or ineffective was the goal. A self-made questionnaire was utilized to gather information from 70 respondents. Data analysis employed content analysis. The findings showed that efficient lecturers were well-organized, capable, always involved with their students, amiable, and accessible. It was also discovered that ineffective instructors did not prepare for the lectures, arrived late, lacked expertise, and did not participate in the seminar presentations of the students. The study suggested that university lecturers increase their job performance by honing their research techniques, participating in seminars, and attending conferences. In a specialized Federal University in Nigeria, Krubu, Idhalama, and Omigie (2017) studied lecturers' perceptions of students' information literacy skills and their actual information literacy levels. They evaluated twelve lecturers from different departments using a mixed qualitative method of open-ended interviews. They also gave 50 third-year students written assignments, which were evaluated using a Rubric based on the Association of College and Research Libraries' (ACRL) information literacy standard. Their findings showed that while lecturers thought the students' levels were good and advanced, the students' information level was really relatively poor. They noticed that whereas graduates are frequently seen as being literate in information, this may not always be the truth. Despite some students having attained a certain level, they observed that the information literacy level of Nigerian pupils is insufficient. This may also reflect the amount of information sourcing expertise that lecturers have attained.

For the purpose of obtaining data, Salman, Mugwisi, and Muster (2017) looked at barriers to using public library services in Nigeria. An online case study survey was employed. In Nigeria, there were 29,277 registered patrons of public libraries and their librarians. The convenience sampling approach was used to sample 394 users. A specially created questionnaire was utilized to gather information from library patrons in both urban and rural settings. The questionnaire was returned by 363 people. Each librarian underwent an interview in addition to the questionnaire in order to get qualitative data. The qualitative data gathered through interviews was evaluated in several themes while the quantitative data was analyzed using the statistical software for social sciences (SPSS). Findings showed that insufficient information collecting abilities scored 60.6%. The majority of respondents (87%) who were asked how frequently they visited the public library stated they did so infrequently. The researchers suggested that librarians receive training in information literacy so they can help people access the information they need. If they lack information collecting skills, which is a pointer to the information location, many university lecturers who visit public libraries to acquire information for their paper publications will find it difficult to succeed. Ishola and Olurotimi (2014) observed that the materials available in the library served as the foundation for all activities, academic and otherwise. Before a certain book may be used, the researcher must review the book's titles, contents, pages, and other information. To manage one's time and work effectively, one requires data gathering skills.

In order to offer high-quality research in Kaduna State, Ezugwu and Safeme (2019) analysed how college of education instructors applied their research talents. In order to analyse a population of 206 academic employees, a descriptive survey with a causal comparative design was employed. The Evaluation of Research Skills Opinion Questionnaire was used to identify 112 respondents for the study using a multi-stage sampling procedure (ERSOQ). The Cronbach Alpha reliability technique was used to pilot test the instrument, and the coefficient varied from.71 to.85. The statistical tools Population and Independent T-test were applied to the data analysis. The findings show that literature search was very effective (mean 8 = 19.12, SD = 5.43, p-value =.000) and data gathering competence was strong (mean = 16.00, SD = 7.01, P-value =.002).

Other research abilities, such as those in data processing, presentation, and discussion of findings, were found to be low. It was also shown that male lecturers' use of their research skills varied considerably from those of female lecturers. They observed that the employment of research skills by lecturers aids in the development of pertinent techniques and methods that may be applied to enhance the efficacy of instruction, paper publishing, and other services. It was advised to get the right training for organizing and carrying out research operations. This study corroborated the findings of Meerah, Osman, Zakaria, Ikhsan, Krish, Lian, and Mahmod (2012) who found that among other characteristics, information seeking skill had a high mean score of 3.96 and a standard deviation of 0.45. It was also discovered that a greater percentage of researchers mismanaged their time frame as the projects were not ready before the deadline. They identified Information gathering stage of project writing as a time-killing period, especially when researchers are not certain about what kinds of information to gather and where to get them. Researchers were advised to divide research activities and assign time to them as well as consult experts in the given field of study to ensure content relevance, validity and reliability of findings. The authors noted that graduates were well equipped to undertake independent research.

Analytical skills and lecturers' Job effectiveness.

Working with data and information in a deductive or inductive manner is part of research analysis. It is the capacity to examine information critically in order to identify trends, important details, and make inferences from them for the benefit of instruction, publication, and other community activities. (2018) Bright Knowledge The ability to analyse large amounts of raw data or information gathered on the field is one of the fundamental criteria for researchers, but how well they are able to do so and how much they actually learn about the needed abilities relies entirely on them. Application of procedures like data scoring, coding, and statistical tool analysis are all part of quantitative data analysis. It makes a research project empirical in character, and the inability to employ the proper statistical analysis tool results in incorrect research findings and interpretation (Odu, 2018). The usage of SPSS in recent years has made data analysis simple.

19 of the 61 pre-service teachers who were assessed by Jonsson and Lennung (2011) in their study on the development of analytical skills in teacher education participated in the second examination in 2007 as instructors. The pupils' responses were graded on a 3-point scale as fail, acceptable, and exceptional. Teachers' exam results from their first and last exams, as well as their sub-scores for each criterion, were compared using Wilcoxon's signed-rank test. There were no observable variations in scores among teachers as a group, with a mean difference of 1.5 points between 2004 and 2007. The analysis of the evaluations of particular lecturer, however, discovered two significant differences, 71% and 37%, respectively, at p.05. They asserted that the observed gap was caused by their failure to provide study-based data to back up the suggested actions. The researchers suggested that teachers perform more independent research and that more attention be paid to the development of analytical skills prior to entering the classroom.

Using a descriptive survey approach, Meerah, Osman, Zakaria, Ikhsan, Krish, Lian, and Mahmod (2012) examined the research abilities of University of Kebangsaan, Malaysia graduates from the 2010–2011 academic sessions. 529 individuals completed a 5-point Likert questionnaire, and the researchers utilized the SPSS tool to analyse the results. The results showed that students' analytical skills were low, with a mean of 3.08 and a standard deviation of 0.84, and that their problem-solving skills were moderate, with a mean of 3.39 and a standard deviation of 0.61. Since analytical skill comprises ways and procedures used to detect and evaluate circumstances before making decisions, the authors stated that graduates needed to give the development of this talent greater attention.

Ibezim (2015) investigated the computer software data analysis skills needed to develop university lecturers' capacities for efficient educational research. The objective was to determine the data analysis capabilities teachers would require for efficient research. For this study, a survey research design was used. 262 lecturers from the faculties of education at Nnamdi Azikiwe University in Awka and the University of Nigeria in Nsuka made up the study's population. 220 lecturers from the two institutions were surveyed using a standardized questionnaire that was verified using the Cronbach Alpha method. To direct the investigation, three questions and one null hypothesis were developed. At a significance level of 0.05, the statistical tools of standard deviation and the T-test were used to analyse the data. The results showed that all of the questions had mean scores between 3,08 and 3,62, greater than the cut-off value of 2,5, indicating that lecturers had a strong demand for calculating proficiency in computer software analysis for successful writing and publishing of educational research. The difference in lecturers'

abilities to analyse qualitative data (SD=0.49) and their abilities to determine whether a result is likely to be incorrect (SD=0.99) was likewise highly significant. The author found that lecturers needed to be proficient in 13 different analytical skills, some of which included obtaining descriptive and inferential statistical results, comparing data means, using the appropriate statistical tool, analysing qualitative data, conducting reliability tests, creating spread sheets, and converting tabular results into graphs and vice versa. It was advised that university instructors take part in self-development programs based on the need for capacity building.

Chinamasa (2015) looked into how mentors at Mentors University in Zimbabwe are developing their teachers' research abilities. The goal of the study was to pinpoint variables affecting academics' research output in Zimbabwe's new institutions. A normative model was applied in the design. 260 university academic staff members were chosen as the study's sample using the purposive sample approach from the institution's list of academic staff members in 2013. Data were gathered using both quantitative and empirical methods. Focus group opinions were used to examine qualitative data, while frequency tables, percentages, and the ANOVA statistical tool were used to assess quantitative data at the 5% level of significance. The results showed that lecturers with service years of 4-5 had the maximum number of research publications (75), with a mean score of 1.3, and lecturers with service years 0-3 had the lowest number of publications (23), with a mean score of 0.2. The study also identified other characteristics influencing lecturers' research output, including low analytical competence (8%), low computer proficiency (10%), low personal motivation (11%) and little access to research mentors (18%). According to the author, instructors who create informal mentoring groups and hire mentors can improve their research abilities for publication. It was suggested that universities incorporate the improvement of research abilities among other things in their plans. Their capacity to present data in the form of diagrams, charts, and tables demonstrated the development of analytical and thinking abilities, which might benefit their future careers, particularly as teachers.

Odu (2018) evaluated the research abilities of University of Calabar undergrads. Design ex post facto was employed. 11, 193 final-year undergraduates from 10 faculties who were enrolled in the 2016–2017 academic year made up the population. The five university faculties that were chosen were chosen using the stratified selection approach. 20% of the final-year students from each faculty were chosen using the proportional sample approach, while respondents were chosen randomly from each faculty and 690 students submitting projects were chosen using the purposive selection technique. A questionnaire with the name University of Calabar Assessment Rating Scale for Students' Research Skill was the instrument used to gather the data (UCARSSRS). The statistical method population T-test was employed to analyse the data. The study's findings showed that the quantitative research analysis (data analysis) had a Cal. t-value of 4.89 at the 0.05 level of significance, while the qualitative research analysis (literature review) had a Cal. t-value of 5.86, which was greater than the crucial t-value of 1.96. The researcher insisted that research takes centre stage in all university activities and that research skills are continuously taught to uphold the institution's legacy. The university system placed a strong emphasis on mentoring practice.

Using a survey approach, Dien and Bassey (2019) examined the development of research skills among final-year undergraduates at universities in Cross River State, Nigeria. From 6178 students in the last year of the 2016–2017 academic year, 618 samples were chosen using the stratified random procedure. The Research Skill Acquisition Questionnaire (RSAQ), which was converted into a 4 likert scale instrument,

was used to gather the data. Data analysis was done using the population T-test with a significance threshold of 0.05. The results showed that there had been a significant increase in the acquisition of research skills, with the qualitative analysis skill (literature review) having a mean score of 12.92 and a standard deviation of 3.71 and the quantitative analysis skill (data analysis) having a mean score of 13.63 and a standard deviation of 4.07 respectively. Given the Cal. t-values of (2.81) and (6.90), respectively, and the crucial t-value of (1.96) at the 0.05 level of significance, it was demonstrated that both talents were substantially high. The authors advised scholars to attend regular seminars and workshops in order to maintain and improve their research abilities. One of the main duties of university administration is to do research. Sub administrators and other academic staff who would not publicly promote the course but actively participate to guarantee the accomplishment of the university's aim appear to be more responsible for carrying out this mandate. It makes sense that the university academic staff places writing and presenting papers at the top of their list of responsibilities.

Research Methodology

As the independent variables had already occurred and could not be controlled by the researcher, the causal comparative (Ex-Post Facto) research method was chosen for this study. The researcher wanted to determine the link that existed between the variables under discussion. South South Nigeria is home to the two universities used in this essay. The University of Calaba is a federal university that is located in Cross Rivers state's capital city of Calaba. While Benson Idahosa University is a privately owned institution located in Benin City, the capital of Edo State, Nigeria. 1,856 members of the academic staff from the two participating Universities made up the study's population. The technique of stratified random sampling was employed to choose the respondents. In order to get a high statistical precession, this was done to assure proper representation of the various strata in the group. Diverse faculties and departments at the two institutions housed different populations. Based on who was available at the time of data collection, the academic rank of the population was selected. For the study, 420 lecturers from various departments were chosen at random. The researcher created the RGASLJEQ (Research Gathering, Analytical Skill, and Lecturers' Job Effectiveness Questionnaires), which was utilized to gather data. The items were divided into sections and placed in various groups to assure the instrument's face and content validity. As a result, the questions seemed orderly and understandable to responders. Measurement and evaluation specialists who verified the relevance and face validity of the questions included in the questionnaires to make sure they measured what they claimed to measure.

The instrument was trial tested on 50 academic staff members who did not belong to the research region in order to establish its reliability. The analysis was conducted using the Cronbach Alpha Method. The instrument was proven to be reliable in attaining the study's goal, with a coefficient ranging from 0.71 to 0.76. The surveys were individually distributed by the researchers when they were on campus at the two Universities' various faculties. Respondents received sufficient instructions on how to complete the questionnaire, and their honest and impartial replies were requested. Only 420 of the 430 administered questionnaire copies could be successfully collected from the respondents.

Result and Discussion

In this part, each hypothesis is restated together with the findings of the data analysis performed to evaluate it. Each study hypothesis was evaluated at the.05 level of significance.

Hypothesis One.

The efficacy of lecturers' jobs is not considerably impacted by their ability to collect research data.
The ability to obtain research data is the independent variable in this hypothesis, while the efficacy of lecturers' work is the dependent variable. To test this hypothesis, simple regression analysis was used. Table 1 displays the findings of the analysis. Simple regression result of the contribution of Research data gathering skill on lecturers' job effectiveness.

Table 1

Simple regression result of the contribution of Research data gathering skill on lecturers' job effectiveness

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.784(a)	.615	.614	1.93811	
Model	Sum of square	df	Mean square	F	p-value
Regression	2510.416	1	2510.416	668.329	.000(a)
Residual	1570.117	418	3.756		
Total	4080.533	419			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	-7.002	1.671		-4.190	.000
Anxiety	1.247	.048	.784	25.852	.000

** Significant at P<.05.*

Table 1 shows that an f-ratio of 668.329 was produced from the linear regression analysis, which was statistically significant at .05 level since the p-value is less than .05 (or p<.05). This indicates that hypothesis one is rejected, suggesting that research data gathering skill significantly contribute to lecturers' job effectiveness among students used in the study.

The result also shows that the R of .784 and multiple R^2 of .615 were obtained from the analysis. This indicates that hypothesis one is rejected. The R^2 of .615 indicates that research data gathering skill contributes 61.5% per cent to the variation in the lecturers' job effectiveness in the tertiary institutions used in this study. The result further suggests that 91.1 per cent of the variation in lecturers' job effectiveness are explained by other variables other than research data gathering skill.

Hypothesis Two

Research analytical skill does not significantly contribute to lecturers' job effectiveness.
The independent variable in this hypothesis is research analytical skill; while the dependent variable is lecturers' job effectiveness. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

Model	R	R. square	Adjusted R. square	Std error of the estimate	
	.273(a)	.074	.072	3.00579	
Model	Sum of square	df	Mean square		
Regression	303.991	1	303.991	33.647	.000(a)
Residual	3776.542	418	9.035		
Total	4080.533	419			
	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	27.551	1.487		18.530	.000
Research analytical skill	.254	.044	.273	5.801	.000

** Significant at P<.05.*

Table 2 above shows that an f-ratio of 33.647 was produced from the linear regression analysis, which was statistically significant at .05 level since the p-value is less than .05 (or p<.05). This indicates that hypothesis one is rejected, suggesting that research analytical skill significantly contribute to lecturers' job effectiveness among students used in the study. The result in Table 2 also shows that the R of .273 and multiple R^2 of .074 were obtained from the analysis. . This indicates that hypothesis one is rejected. The R^2 of .074 indicates that research analytical skill contributes 7.4% per cent to the variation in the lecturers' job effectiveness in the tertiary institutions used in this study. The result further suggest that 92.6 per cent of the variation in lecturers' job effectiveness are explained by other variables other than research analytical skill.

Discussion of Findings

The result of the first hypothesis revealed that there is a significant relationship between research data gathering skill and lecturers' job effectiveness. The finding of this hypothesis is in line with the view of Agboola and Oduwole (2005) who revealed a significance relationship between publication output of lecturers and their research skills application for quality paper writing in term of data collection, literature search, data analysis and data presentation among others. The result showed that 2.94% lecturers had more than 20 national publications, 8.82% lecturers had between ten and fifteen publications on local/ national journal, 17.56% had between six and nine publications on local journal and 11.77% had between one and five publications. It was recommended that lecturers be given enough training on research skills to boost their job effectiveness.

Chireshe (2017) also revealed that effective lecturers were organized, competent, always involved student, friendly and available. It was also revealed that ineffective lecturers did not plan for the lecturers, came late, were not knowledgeable, were not contributing to students' seminar presentations. The researcher recommended that university lecturers should improve their job effectiveness by improving research skills, attending workshops and symposium.

The result of the second hypothesis revealed that there is a significant relationship between research analytical skill and lecturers' job effectiveness. The finding of this hypothesis is in line with the view of Ibezim (2015) who studied computer software data analysis skill required for capacity building of

university lecturers for effective educational research. The aim was to identify data analysis skills needed by lecturers for effective research. The result revealed that all the items had their mean score ranging from 3,08 to 3,62, higher than the cut-off point of 2,5 which indicated that lecturers need for calculation competency in computer software analysis for effective educational research writing and publication was high. There was also high significance difference between lecturers' ability to analyse qualitative data (SD=0.49) and their ability to discover when the result is likely to be faulty (SD=0.99). the author discovered that lecturers needed 13 aspects of analytical skill some of which were: to obtain descriptive statistical result, inferential statistical result, compare means of data, use the right statistical tool, analyse qualitative data, conduct reliability test, prepare spread sheet, convert tabular result into graphs and vice versa.

Conclusion

Based on the results it was concluded that research data gathering skill and research analytical skill significantly relate to lecturers' job effectiveness.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Education policy makers, government and private sectors should encourage professional development of academics by providing found or grant and needed facilities for research in universities.
2. Universities libraries should be provided with up-to-date books and materials, online facilities, and e-journals, as well as electronic database; also that more computers with latest specifications and multimedia kit be installed so that users can avail useful services of the library for research.

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