

PERSONAL FACTORS AS CORRELATES OF LECTURERS' TEACHING EFFECTIVENESS IN COLLEGES OF EDUCATION IN SOUTH-WESTERN NIGERIA

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Abstract

The study investigated the personal factors (gender, age and year of working experience) as correlates of lecturers' teaching effectiveness in colleges of education in Southwestern Nigeria. This is for the purpose of ascertaining the relationship and contributions of personal factors to lecturers' teaching effectiveness in Nigerian colleges of education. The descriptive research design was adopted, while a multi-stage sampling procedure was used for the study. Stratified sampling technique was used to select colleges of education and simple random sampling method was employed to select lecturers from the selected colleges of education. A total of 862 lecturers (627 males and 235 females) were involved in the study. A structured questionnaire tagged "Lecturers' Personal Factors and Teaching Effectiveness Questionnaire" (LPFTEQ) with the reliability coefficient of 0.91 was used for data collection. Four research questions were answered and two hypotheses were tested in the study at 0.05 level of significance. The findings showed that lecturers teaching effectiveness in colleges of education was high, while gender and age jointly contributed to lecturers' teaching effectiveness, but year of work experience did not. Also, findings revealed that there was positive relationship between age and lecturers' teaching effectiveness, while gender and years of work experience did not. The findings also indicated that there was significant difference between the teaching effectiveness of lecturers in federal and state colleges of education in South-Western Nigeria. In Nigeria, the managements of colleges of education, therefore, should make sure that the lecturers' teaching effectiveness is improved by providing conducive instructional environment for them which will correspondingly enhance the students' learning outcomes.

Keywords: Personal factors, Lecturers' teaching effectiveness, Colleges of education, South Western Nigeria

Introduction

Lecturers as human resources in tertiary educational processes, particularly, in institutions are the major determinants of ensuring quality education. The success or

failure of the education process of an institution depends largely on them. The efficiency of these institutions depends largely on their effectiveness and productivity. Just as in other higher educational institutions, lecturers in colleges of education (COE) are major stakeholders and are the backbone of academic activities in the colleges. Lecturers' work is demanding and can be overwhelming, their work overload has no definite limits, it is essentially open-ended, such as responding to the needs of students, involvement in research activities and community services.

Teaching in the tertiary institution involves diverse modes of instruction, which includes: lecturing, seminar presentation, laboratory training and mentorship. Disciplines, courses, and instructions also vary widely in their emphasis on different educational objectives, such as, learning new knowledge, stimulating students' interest, developing cognitive skills, and leading students to question established tenets. An important distinction in determining effective teaching may be the relative importance of cognitive and affective goals. Some qualities of teaching may be more strongly related to such cognitive objectives, such as, knowledge and skills, whereas, other qualities are more strongly related to affective objectives like fostering students' interest and curiosity (Awotua-Efebo, 2004).

Effective utilisation of the intellectual ability of the lecturers is an important tool in the development of the tertiary institutions and society at large. Lecturers are the central part of any tertiary educational system; they are important in the overall development of a nation through their impact in the educational system (Nakpodia 2011; Raji, 2012). The quality of any educational system depends to a large extent, on the quality of teachers in terms of

academics and professional qualification and experience, as well as their level of competency in performance of their primary functions and their level of commitment or dedication. In fact, lecturers contribute greatly to the quality of education at any level of educational system. This is evidence in the quality of teaching and method of knowledge transmission to the upcoming generation, hence, these are functions of the lecturers' teaching effectiveness.

Lecturers' teaching effectiveness can be shaped or influenced by certain personal factors, such as, age, gender and work experience. These factors shape their beliefs about students, curriculum development and the overall process of schooling (McCoach, Gable and Madara, 2013). Personal factors also have significant influence on human productivity and environmental attitude. These factors are key component of social identity, which help to shape the meaning of individual attachment to their group identity, both in their personal and organisational life. Personal factors are vital, social and economic statistics of an individual, sample, group, or population, which expresses age, gender, racial origin, academic, professional and socioeconomic status.

Personal factors are quantifiable characteristics of a given population covering whole societies, or groups defined by criteria, such as education, nationality, religion and ethnicity (Mariam-Webster, 2012 cited in Egunjobi, 2015). Educational institutions usually treat personal factors as a field of sociology. For example, in an academic environment, these factors are important input when carrying out research work, teaching and community service. These factors help in determining human behaviour, especially when formulating target group profile. These factors are significant statistical value in every human

associated environment. Gender has effect on productivity which covers teaching effectiveness because women have more considerable scores in environmental attitude, environmental importance and environmental responsibility in their occupational behaviour than men in Asian countries (Lee, 2009).

Several studies have pointed out the importance of personal factors on employees' psychological reasoning and organisational behaviour. They identified gender, age, educational background and job tenure having significant contributions to organisational productivity and management practice. It has been confirmed that female are more productive in organisational policies implementation than men; older employees are more productive in organisation than younger ones. This has been attributed to the experience gained from carrying out routines over a period of time, academic and professional experience are important in determining academic productivity in institutional environment (Oshagemi, 2003; Amos, Acquah, Antwi and Adzifome, 2016).

Egunjobi (2015) opined that teaching has been considered as one of the most interesting challenging professions in human endeavour, probably because it deals mainly with human beings. It is a fact that people need to teach others in order for them to learn and be more educated. It is necessary that individual lecturers teaching others must possess the right character, skill competence and teaching qualifications to enable them impart knowledge and educate other people or learners as whatever they teach has a durable effect in the lives of the people they teach. Lecturers' productivity according to Kaniki (2003) is the efficiency with which lecturers perform their multiple responsibilities of learning (product of

teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities).

Teaching effectiveness is the teacher's ability to effect personal change and development in their students, their effectiveness in facilitating good academic work in their students which is best done through students rating of their teachers (Shevlin, 2000). Effectiveness generally refers to the extent to which an individual achieves his/her purpose. Relating this to the teacher, therefore, is about doing the right things in the teaching process so that at the end of teaching, the goals and objectives of the teachers can be achieved. Teaching is a highly complex work, and describing it is also challenging. Research findings have demonstrated that effective teaching leads to enhancing students' academic performance (Danielson, 2013).

To sum up the decline in the academic performance of students in both internal and external examinations, calls for improvement in teaching effectiveness of the teachers. Also, some lecturers' personal values influenced by environmental factors could improve their effective teaching at all educational levels in Nigeria. It is against this foregoing, that this study investigated personal factors as correlates lecturers' of teaching effectiveness in colleges of education in South-Western Nigeria.

Objectives of the study

The main objective of this study is to investigate the extent to which personal factors (age, gender and years of work experience) as correlates of lecturers' teaching effectiveness in colleges of

education in South-Western Nigeria. The specific objectives are: To

1. identify personal factors that can influence lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.
2. examine the level of lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.
3. find out the joint contribution of personal factors to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.
4. examine the relative contributions of personal factors to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.
5. find out the difference between lecturers' teaching effectiveness in Federal and State owned Colleges of Education in South-Western Nigeria.

Research questions

The following questions were answered in the study:

1. What are the personal factors of lecturers in colleges of education in South-Western Nigeria that can influence their teaching effectiveness?
2. What is the level of lecturers' teaching effectiveness in colleges of education in South-Western Nigeria?
3. What is the joint contribution of personal factors to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria?
4. What are the relative contributions of personal factors to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria?

Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant relationship between personal factors and lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.
2. There is no significant difference between the teaching effectiveness of lecturers in federal and state colleges of education in Southwestern Nigeria.

Methodology

Research Design

The study adopted a descriptive research design of correlational type. This design was adopted for the study because the existing variables were investigated in the study, there was no manipulation of any variable. The independent variables are personal factors (age, gender and work experience) while the dependent variable is the teaching effectiveness.

Population and Sampling Techniques

The total population for this study was based on lecturers in colleges of education in South-Western Nigeria. Multi-stage sampling procedure was adopted. Stratified sampling method was used to select 6 colleges of education (3 Federal and 3 State) and simple random sampling method was used to select 1098 lecturers for the study. This method was employed for equal representation of respondents from the selected colleges of education in South-Western Nigeria.

Instrumentation

The main instrument for data collection is the structured questionnaire tagged “Lecturers’ Personal Factors and Teaching Effectiveness Questionnaire” (LPFTEQ). The items in the questionnaire were designed by the researchers. The questionnaire was administered to the lecturers from the selected colleges of education which consisted of both Federal and State. The items were designed to examine the influence of personal factors on lecturers’ teaching effectiveness in colleges of education in South-Western Nigeria. The

questionnaire was validated and trial-tested on 20 lecturers apart from those used for the study. The reliability coefficient is 0.91 which was found reliable and adequate for the study.

Data Analysis

The data collected were analysed using frequency, percentage, mean, standard deviation, multiple regression and t-test based on the response rate and research questions answered and hypotheses tested in the study.

Questionnaire Administration and Response rate

The questionnaire was administered to the sample of 1,098 lecturers and 703 students as shown in Table 1.

Table 1: Questionnaire Administration and Response Rates

College of Education	Lecturers Distribution	Lecturers Received (%)	Students Distribution	Students Received (%)
FCE, Abeokuta	207	189 (21.9)	133	127 (22.4)
FCE, Akoka	186	168 (19.5)	176	160 (28.2)
FCE, Oyo	196	112 (13.0)	126	34 (6.0)
AOCOED, Ijanikin	193	170 (19.7)	95	88 (15.5)
TASCOE, Omu	173	98 (11.4)	67	66 (11.4)
EACOE, Oyo	143	125 (14.5)	106	93 (16.4)
Total	1,098	862 (78.5)	703	568 (80.8)

Table 1 reveals that 862 lecturers responded to the questionnaires properly, while 568 students did the same. This implies that the response rate of 78.5% and 80.8% for lecturers and students respectively which were found adequate and appropriate for this study.

Answers to the Research Questions

S/No	Items	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Mean	S.D.
1	I give courses outline and implement teaching and learning activities in accordance with the courses outlines which enhance mastering of subjects matter.	20 2.3%	67 7.8%	153 17.7%	622 72.7%	3.60	.73
2	I display high level of commitment and professionalism by using varieties of teaching methods when teaching in classes.	16 1.9%	22 2.6%	179 20.8%	645 74.8%	3.69	.62
3	I give assignments to students ahead of new topics in order to stimulate student interest and for a better implementation of the course	6 .7%	74 8.6%	477 55.3%	305 35.4%	3.25	.64
4	I am accessible and could be contacted outside the class for explanation on difficult subjects and recognise the potentials of students	-	38 4.4%	278 32.3%	546 63.6%	3.59	.56
5	I give corrective feedback to students on assignment/exams/tests to help them learn from their mistakes	5 .6%	82 9.5%	337 39.1%	438 50.8%	3.40	.68
6	I use adequate, relevant and appropriate instructional materials for subject concept, knowing that effective use of instructional equipment integrate values in lessons.	5 .6%	43 5.0%	269 31.2%	545 63.2%	3.57	.62
7	My class discussions are student-centered, which increases sense of responsibility among students	-	66 7.7%	377 43.7%	419 48.8%	3.41	.63
8	I present subject content step by step with relevant examples to enhance student learning process of subject.	15 1.7%	15 1.7%	204 23.7%	628 72.9%	3.68	.60
9	My ability of being a good communicator, modeling positive behaviors and maintaining discipline makes our classes interesting	-	44 5.1%	294 34.1%	524 60.8%	3.56	.59

10	My ability to provide students with activities relevant to lessons, setting realistic goals for them to accomplish and effective time management in the classroom enhance my teaching process	13 1.5%	18 2.1%	320 37.1%	511 59.3%	3.79	2.80
11	My punctuality to classes help me cover up subject syllabus, and encourages my students seriousness	-	30 3.5%	184 21.3%	648 75.2%	3.72	.52
12	I am able to complete the course outlines during the slated period of classes.	-	33 3.8%	207 24.0%	622 72.2%	3.68	.54
13	I am a role model to my students so that they would be dedicated to their courses of study and be a better person in the future	-	30 3.5%	173 20.1%	659 76.5%	3.73	.52
14	I am appropriate in setting of examination question to enhance quality education.	-	15 1.7%	194 22.5%	653 75.8%	3.74	.48
WEIGHTED MEAN =3.60							

Research question 1: What are the personal factors of lecturers in colleges of education in South-Western Nigeria that influence their teaching effectiveness?

Table 2: Respondents' Personal Factors to be used to measure lecturers' Productivity (N=862)

Gender	Frequency	Percentage
Male	627	72.7
Female	235	27.3
Total	862	100.0
Age	Frequency	Percentage
Less than 31 years	46	5.3
31-40	213	24.7
41-50 years	417	48.4
51-60 years	147	17.1
61 years +	39	4.5
Total	862	100.0
Years of Work Experience	Frequency	Percentage
Less than 5 years	121	14.0
5-10 years	301	34.9
11-15 years	117	13.6
16-20 years	169	19.6
21-25 years	120	13.9
26-30 years	10	1.2
31-35 years	24	2.8
Total	862	100.0

Table 2 indicates that 627(72.7%) of the lecturers were male, while female were just 235(27.3%). Also, most of the lecturers were within the age bracket of 41-50 years 417(48.4%), while 301(34.9%) have 5-10 years of work experience.

Research Question 2: What is the level of lecturers' teaching effectiveness in colleges of education in South-Western Nigeria?

Table 3: Lecturers' self-evaluation of their teaching effectiveness in colleges of education

Table 3 reveals lecturers' ability to provide students with activities relevant to lessons, setting realistic goals for them to accomplish and effective time management in the classroom enhance their teaching process, (mean = 3.79) ranked highest by the mean score rating and was followed by the statement that appropriate setting of examination question to enhance quality

education, (mean = 3.74). This shows that the weighted mean (mean=3.60) was greater than the criterion mean (mean=2.50), hence the teaching effectiveness of lecturers in colleges of education was high based on their self-evaluation in South-Western Nigeria. To complement this finding, students' evaluation of their lecturers was revealed in Table 4.

Table 4: The level of lecturers' teaching effectiveness based on students evaluation in college of education

S/No	Items	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Mean	S.D.
1	My lecturers give us course outline and implement teaching and learning activities in accordance with course outline which enhance mastering of subject matter.	3 .5%	27 4.8%	244 43.0%	294 51.8%	3.46	.61
2	My lecturers display high level of commitment and professionalism by using varieties of teaching methods when conducting teaching	27 4.8%	110 19.4%	238 41.9%	193 34.0%	3.05	.85
3	My lecturers give course assignment ahead of new topics in order to stimulate student interest and for a better implementation of the course	73 12.9%	131 23.1%	211 37.1%	153 26.9%	2.78	.98
4	My lecturers are accessible and could be contacted outside the class for explanation of difficult subjects, and recognizing the potentials of their students	62 10.9%	133 23.4%	259 45.6%	114 20.1%	2.75	.90
5	My lecturers give corrective feedback to students on assignments/exams/tests to help them learn from their mistakes	75 13.2%	101 17.8%	245 43.1%	147 25.9%	2.82	.97
6	My lecturers use adequate, relevant and appropriate instructional materials for subject concept, knowing that effective use of instructional equipment integrate values in lessons.	55 9.7%	147 25.9%	257 45.2%	109 19.2%	2.74	.88
7	My lecturers' class discussions are student-centered, this increases sense of responsibility among their students	52 9.2%	138 24.3%	244 43.0%	134 23.6%	2.81	.90
8	My lecturers present subject content step by step with relevant examples to enhance student learning process of subject.	82 14.4%	110 19.4%	232 40.8%	144 25.4%	2.77	.99
9	My lecturers' ability of being good communicators, modeling positive behaviours and maintaining discipline makes our classes interesting	32 5.6%	105 18.5%	261 46.0%	170 29.9%	3.00	.84
10	My lecturers provide students	46	135	260	127	2.82	.87

	with activities relevant to lessons, setting realistic goals for us to accomplish and effective time management in the classroom enhance teaching and learning process	8.1%	23.8%	45.8%	22.4%		
11	My lecturers punctuality to classes enable us cover subject syllabus and encourages my seriousness	53 9.3%	110 19.4%	177 31.2%	228 40.1%	3.02	.98
12	My lecturers complete their subject matter during the slated period in class.	48 8.5%	134 23.6%	255 44.9%	131 23.1%	2.83	.88
13	My lecturers are role models to me so that I would be dedicated to my course of study and be a better person in the future	62 10.9%	139 24.5%	203 35.7%	164 28.9%	2.83	.97
14	My lecturers are appropriate in setting of examination questions to enhance quality education.	12 2.1%	78 13.7%	217 38.2%	261 46.0%	3.28	.78
WEIGHTED MEAN = 2.93							

Table 4 indicates that lecturers' ability to give their students courses outline and implement teaching and learning activities in accordance with course outline which enhance mastering of subject matter, (mean = 3.46) ranked highest by the mean scores and was followed by lecturers' appropriateness in setting of examination questions to enhance quality education, (mean = 3.28), lecturers' displaying high level of commitment and professionalism by using varieties of teaching methods when

conducting classes, (mean = 3.05). This shows that weighted mean (2.93) is greater than the criterion mean (mean = 2.50). This connotes that lecturers were effective in their teaching based on students' evaluation in colleges of education in South-Western Nigeria.

Research question 3: What is the joint contribution of personal factors to lecturers' productivity in colleges of education in South-Western Nigeria?

Table 5: Multiple regression analysis showing the joint contribution of personal factors (age, gender and year of work experience), to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria

effectiveness in colleges of education in South Western Nigeria						
R	R Square			Adjusted R Square	Std. Error of the Estimate	
.371	.137			.132	5.7821	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	4555.958	3	911.192	27.255	.000	*Sig.
Residual	28618.353	856	33.433			
Total	33174.311	861				

*Sig = Significant (at $P < .05$)

Table 5 reveals a coefficient of multiple correlation ($R = .371$ and a multiple R^2 of .137. This means that 13.7% of the variance was accounted for by the investigated variables when taken together. The analysis of variance is [$F_{(3,856)} = 27.255$, $P < .05$]]. This implies that the joint contribution of the independent variables to the dependent

variable was significant and that other variables, not included in this study may have accounted for the remaining variance.

Research question 4: What are the relative contributions of personal factors to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria?

Table 6: Multiple Regression showing the relative contributions of personal factors to lecturers' productivity in colleges of education in South-Western Nigeria

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	28.611	2.138		13.380	.000
Gender	1.085	.498	.078	2.179	.030
Age	1.514	.272	.219	5.576	.000
Years of Work Experience	-.136	.176	-.033	-.776	.438

Table 6 indicates that the following independent variables gender ($\beta = .478$); age ($\beta = .219$) had significant relative contributions to lecturers' teaching effectiveness, while years of work experience ($\beta = -.033$) did not. This means that age, and gender except years of work experience are good predictors of lecturers'

teaching effectiveness in colleges of education in South-Western Nigeria.

Testing of Hypotheses

HO1: There is no significant relationship between personal factors and lecturers' teaching effectiveness in colleges of education in South-Western Nigeria.

Table 7: Pearson's Product Moment Correlation (PPMC) showing relationship between personal factors (age, gender, year of experience) and lecturers' teaching effectiveness (TE) in colleges of education in Southwestern Nigeria

Variable	Mean	Std. Dev.	N	R	P	Remark
Gender	1.2726	.4456	862	-.019	.586	*n.s.
Lecturers' teaching effectiveness	50.3968	6.2073				
Age	44.0719	8.9688	862	.190*	.000	**Sig.
Lecturers' teaching effectiveness	50.3968	6.2073				
Years of Work Experience	14.9536	7.4430	862	-.049	.148	*n.s.
Lecturers' teaching effectiveness	50.3968	6.2073				

*n.s. = not significant at .05 level

****Sig = Significant at .05 level**

Table 7 shows that there was no significant relationship between gender and lecturers' teaching experience in colleges of education in South-Western Nigeria ($r = -.019$, $N = 862$). Thus, this hypothesis was not rejected. However, there was significant relationship between age and lecturers' teaching experience in colleges of education in South-Western Nigeria ($r = .190^*$, $N = 862$). Therefore, this hypothesis was rejected. Meanwhile, there was no significant relationship between years of work experience and lecturers' teaching experience in colleges of education in South-

Western Nigeria ($r = -.049$, $N = 862$). Hence, the hypothesis was not rejected. This implies that, gender and years of work experience had negative correlation to lecturers' teaching experience while age had positive correlation with lecturers' teaching experience, though it was a weak relationship.

HO2: There is no significant difference between the teaching effectiveness of lecturers in Federal and State colleges of education in Southwestern Nigeria. Table 8 indicates the findings.

Table 8: T-Test comparison showing the difference between lecturers' teaching effectiveness in Federal and State colleges of education in South-western Nigeria

Teaching Effectiveness	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
Federal COE	469	42.8721	5.1384	1.96	1.78	860	.036
State COE	393	42.9924	4.7275				

Table 8 shows that there was no significant difference in the lecturers' teaching effectiveness between lecturers in Federal and State COEs (Crit-t = 1.96, Cal-t = -1.784, $df = 860$, $P > .05$). This means that t-

Discussion of the findings

It was evidenced from the result presented in this study that there was a wide disparity in gender representation among the lecturers in colleges of education in South-Western Nigeria. Finding showed that there was higher population of male lecturers compared with their female counterparts. This affirmed the dominance of male lecturers and was widely reported in literature. This finding corroborates that of Creamer (2010) in the study on ten personal

cal is less than t-crit, hence, the hypothesis was not rejected. This connotes that both lecturers in the Federal and State COEs were effective in their teaching.

characteristics affecting teaching and research productivity, that gender inequality is one of them. Also Bassey, Akuegwu, Udida and Udey, (2010) in their study of academic staff's research productivity in universities in south-south geo-political zone of Nigeria support this finding that there was more male academic staff in tertiary institutions than female.

On age, the study revealed that lecturers between the ages of 31-40 years participated more in the study. This is in line

with Lertputtarak's, (2008) finding in Thailand public universities that age as a demographic factor is significant in work force productivity in tertiary institutions as comparing with the group of old academic staff who are almost at their retiring age rarely participate in researches. Also, finding on lecturers' year of work experience, revealed that the participation of lecturers between 5-10 years of work experience had the majority in this study. This is also expressed in Edem and Atinmo (1995), Tella, Ayeni, and Popoola, (2007) Ogbogu (2009), Creamer (2010) and Adetomiwa (2017) as they concluded in their studies on years of work experience in relation to academic publishing. They found that academic publishing knowledge is acquired and manifested with time, and accumulated professional or subject expertise requires profound interest and wide reading to enable scholars develop research experience and the habit of writing for publishing. However, faculties with lesser years of experience participate more in scholarly work compared with more experienced ones.

Examining the teaching effectiveness of lecturers in colleges of education, the study used two dimensional models, these are personal evaluation and students' evaluation as recommended by Toland and De Ayala (2011). From personal evaluation by lecturers, the opting scale was high. This is in line with the findings of Toland and De Ayala (2011) who used samples from two mid-western universities in Canada to investigate the psychometric properties of SETTERS; Steinert *et al*, (2006) study among Portuguese medical teachers on teaching effectiveness using six guide lines and Calaguas, (2013) study on college teachers in New York City. They concluded that there is improvement on the teaching and learning process since the use of ICT has

been introduced into the educational process in their respective countries.

On the other hand, students' evaluation was recommended to developing nations and tested in University of Manitoba by Toland and De Ayala (2011). The students' evaluation scale result revealed that lecturers' teaching effectiveness was high also. This finding is at variance with Toland and De Ayala's (2011) in two Canadian Universities, that students' evaluation of their lecturers showed the true picture of teaching effectiveness in Canadian university system. That is, the lecturers' teaching experience in the universities was not really effective as evaluated by the students.

The findings revealed that personal factors had relative contributions to lecturers' teaching effectiveness. The study showed joint contribution of the independent variable to the prediction of the dependent variable. That is, personal factors correlated positively with teaching effectiveness in colleges of education in South-Western Nigeria. But earlier study had recorded the agreement of the study with Tella, Ayeni, and Popoola, (2007), they pointed out that job tenure which is a variable of personal factor contributed to the productivity of university faculty.

The finding indicated that there was no relationship between gender and lecturers' teaching effectiveness in colleges of education in South-Western Nigeria. This finding is in agreement with Chimanikar, *et al* (2007), Sukirno and Siengthai (2011) who stated that gender did not affect the productivity of university teachers directly. Furthermore, the finding indicated that there was relationship between years of work experience and lecturers' productivity. The finding is in line with Kay, (2014) that job tenure did not affect work performance, but

on a contrary, Tella, Ayeni, and Popoola, (2007) pointed out that job tenure had effect on the productivity of university lecturers.

Nevertheless, the finding of this study showed that there was a positive relationship between age and lecturers' teaching effectiveness. This finding supports that of Teodorescu, (2000) and Kotrlík et al (2012) in their studies carried out in the United States, which revealed that there was a positive relationship between age and academic productivity of lecturers. However, this finding is in contrast with Kujala et al. (2015) which indicated that there was no positive relationship between employees' age and their work performance.

In this study, the finding revealed that there was no significant difference in the teaching effectiveness of lecturers in Federal and State colleges of education in South-Western Nigeria. This finding is at variance with Aniedi and Effiom (2011) on the differences in teaching effectiveness among private and public secondary, school teachers in South-Western Nigeria; Toland and De Ayala's (2011) in two Canadian Universities, and a study on college teachers in New York city, they found that teaching effectiveness differs in some institutions in both nations.

Conclusion

This study investigated the personal factors as correlates of lecturers' teaching effectiveness in colleges of education South-Western Nigeria. These variables equally contributed specifically to lecturers' teaching effectiveness in colleges of education in South-Western Nigeria. It also revealed that there was no significant relationship between gender, years of work experience and lecturers' teaching effectiveness. But age was found to have significant relationship with lecturers' teaching effectiveness. There

was no significant difference between lecturers' teaching effectiveness in Federal and State colleges of education in South-Western Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The government agencies in charge of tertiary education (colleges of education specifically) should encourage and monitor infrastructural development policies in Nigerian Colleges of Education to enhance knowledge transmission and lecturers' teaching effectiveness.
2. Colleges of education management should implement policies that will encourage and improve productivity of their teaching staff in order to boost qualitative teaching to graduate high quality teachers for the teaching profession.
3. Promoting information and technology literacy in Nigeria tertiary institutions is paramount to increase competence among lecturers and students in colleges of education in South-Western Nigeria and the whole country at large.
4. Lecturers should be encouraged and supported by institution management to attend local and international conferences, workshops, seminars and trainings that will expose them to improve their teaching experience and exchange of ideas in order to be at par with their counterparts around the world.
5. Teaching staff should be conversant with what is happening globally for information explosion and technological advancement in order to be more relevant in this digital age. This will correspondingly boost their teaching effectiveness, thus enhancing their

students' academic performance in their various courses or subjects.

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