

LEARNING RESOURCES AS PREDICTORS OF LECTURERS' JOB COMMITMENT IN COLLEGES OF EDUCATION IN SOUTH-EAST, NIGERIA

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Abstract

Provision of learning resources is one of the most effective way to enhance lecturers' job commitment. Without adequate learning resources in college, lecturers can become unsatisfied, leading to lower academic expectations among students. However, when lecturers are provided with sufficient learning resources, it will not only improve their job commitment but also contributes to student academic performance. The study examined learning resources as predictors of lecturers' job commitment in colleges of education in south east, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of this study comprised 1750 lecturers' in all the three federal and five state colleges of education in South East, Nigeria. The sample of 175 lecturers (constituting 10% of the population) was used for the study. Accidental sampling technique were used for the study. The instruments for data collection were a researcher-structured questionnaire titled: Learning Resources Questionnaire (LRQ) and Lecturers Job Commitment Questionnaire (LJCQ). The instruments were subjected to face and construct validation by three experts in the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for LRQ is 0.77 and 0.91 for LJCQ. Simple linear regression and multiple linear regression analysis was used for the study. The findings of the study revealed that material resources ($r=0.871$, $p=0.000$) and non-material resources ($r=0.359$, $p=0.000$), positively and significantly predicted lecturers' job commitment in colleges of education in south-east, Nigeria. The study concluded learning resources had positive variation towards job lecturers' job commitment in colleges of education in south east, Nigeria. Based on the findings, the study recommended that government should provide adequate material resources, since provision of adequate material resources help lecturers to be committed to their job.

Keywords: Learning resources, Lecturers and Job Commitment.

Introduction

Nigeria, like other countries of the world, depends on her higher institutions for the growth of high level of manpower to manage the various sectors of the nation's economy. Therefore, higher institutions are regarded as the institutions with the responsibility to deliver needed education in order to continue the transformation of Nigeria from an information society to a knowledge society. It is perhaps with this in mind that Federal Government of Nigeria articulates the objectives of higher education to include, among other things, the contribution to national growth of intellectual capacity of individual and the promotion and encouragement of scholarship and community service. Colleges of education are expected to pursue these objectives through teaching, research, dissemination of existing and new information and service to the community. The extent to which college of education can achieve these laudable and well-articulated objectives depends greatly on the level of lecturers' commitment to their job.

Commitment is a state where lecturers are bound by their actions and beliefs that sustain their activities of their individual involvement to the institution. Commitment refers to an individual's attraction and attachment to the work and the organization (Ofoegbu, 2015). Commitment has also been defined as a psychological state that binds individual to the institution. This binding force can be experienced in different ways that can be accompanied by different mindsets including: an affective attachment and involvement with the target, a felt obligation to the target, and an awareness of the costs associated with discontinuing involvement with the target (Boxall & Macky, 2018). Commitment is backed up by mindset that is growth oriented, and it relate to an individual sense of perceiving what can be done to deliver job more satisfactory level. This is mostly obvious in worker's feelings of responsibility to achieve job targets. As a result lecturers who have elevated levels of commitment will put forth a great attempt to accomplish the objectives of the higher institution (Jafri 2015). He further indicated that

committed lecturers have an active curiosity, a passion for learning, a willingness to challenge the status quo and an eagerness to experiment with new methods and strategies.

Commitment is a psychological bond with an institution in which people pledge allegiance to its beliefs and objectives. The emotional tie that lecturers have with their work is referred to as lecturers' commitment. One of the most important aspects in effective teaching has been identified as lecturers' commitment. As a result, lecturers with a high level of commitment can make a difference in their students' learning and accomplishment. Committed instructors invest in the college where they work and devote their time and energy to promote it. Lecturers' job commitment is linked to providing a successful learning environment in which students improve their talents and achieve greater success. Lecturers' job commitment is an internal energy that motivates lecturers to do better on the job (Tsui& Cheng, 2017).

In college of education in south east, Nigeria, over the years the poor commitments of teachers seemed to have been reflected in the abysmal performance of students (Ofoegbu, 2017). Poor commitment to duty seemed to have reached an alarming rate with its devastating consequences on the students and the society in general. Over the past ten years, colleges of education has witnessed an alarming rate of brain-drains, industrial conflict, job apathy and loss of commitment to college responsibilities (Tsui& Cheng, in Altun 2017). Lecturers consistently report late for duty; some lecturers hardly appear in college and had poor relations with fellow lecturers, among others. Many lecturers in colleges of education in south east, Nigeria hardly prepare their scheme of work and lesson plans, and neither conduct sufficient practical lessons or give time for remedial classes for academically weak students (Ofoegbu, 2014).

A college, without committed lecturers is likely to lose its highly skilled lecturers to other institutions. Colleges of education in south-east state, Nigeria make it emphatic that lecturers are entitled to rewards that result from any additional duties and responsibilities but the reverse is the case In view of this, lecturers feel being cheated on benefits due to them for any such additional responsibilities. This develops emotional displeasure among many lecturers to the extent that their attitudes, passion, loyalty and commitment for the jobs they do are not attached with good behaviors. For instance, the existence of a culture of silence, favoritism and poor human relations, poor empowerment discourage staff to exhibit their potentials for the best interest of the College. In fact, lecturers feel not satisfied with their job, and this has affected their level of commitment to their obligations. Thus, unsubstantiated delays in promotions and staff growth affect commitment significantly. Most lecturers do not get the opportunity to further their education as a way of obtaining additional skill training for the purpose increasing output per head. This, however, demotivates them to work harder in their respect areas of work. This seriously affects many lecturers' attitudes, behaviors, passion and commitment to the work they do.

Colleges of education in south east, Nigeria requires the services of teaching personnel who are competent, motivated, well-trained, empowered and can carry out research work in an effective manner in order to achieve the goal and objective of the college both in the local and global environment (Obeidat et al. 2018). This feeling of empowerment has been proposed and found to facilitate commitment of lecturers in college. College will receive more commitment from their lecturers by incorporating empowerment within their leadership styles. But to do this, lecturers must feel like they belong in the work environment; they must be empowered. Hence, the commitment of lecturers depends on workplace empowerment and empowered staff at workplace are more capable to act independently for the institutional growth. Furthermore, the incompetency among lecturers such as lecturing, carry out research work and among others are regarded to be lack of adequate learning resource in college.

The success of teaching and learning has been linked to availability of learning resources and that to support poorly performing schools, educational authorities must increase teachers' commitment and competencies by use of these resources for students to be ready for National Assessments (UNESCO, 2015). This can be done through instructional material growth and allocation of resources. Undie et al.

(2018) defined learning resources as anything which can be used to create further wealth and contribute to economic activity. This include natural, human and capital goods. Learning resources in college setting include books, library, laboratories, journals, projector, computers, and video tape among other things, used to accelerate goal attainment in universities. Asodike and Adieme (2014) opined that “learning resources are all the things that are used unswervingly and ultimately for the purpose of assisting, inducing or boosting spread or achievement of knowledge, proficiency, and skills”. Asodike and Jaja (2014) classified learning resources as physical and immaterial resources. Learning resources ranging from textbooks to library books to websites, a variety of resources are available to help lecturers meet the needs and pique the interest of their learners.

Learning resources cover all those material and non-material, drawn or photographed, built, manually or electronically operated, books and all forms of related materials used in teaching and learning process (National Teachers Institute, 2014). Abdu Raheem (2015) argued that teaching and learning resources are such used by teachers’ to provide explanations and make learning of subject matter comprehended by learners during teaching and learning process. Aduwa Ogiegbaen et al. (2015) highlighted learning resources such as; audio tape recorders, video tape recorders, slide projectors, opaque projectors, overhead projectors, still pictures, programmed instruction, filmstrips and graphs most of which are used in computer-aided teaching and learning. Akpan and Etor (2015) claimed that learning resources in higher education refer to everything needed by higher institutions to achieve its goals and objectives. Hence, the availability of these learning resources is critical to effective instructional delivery. This is very essential because the availability of learning resources will affect the quality of the process and output of college in the long run. It therefore follows that; the quality and quantity of learning resources can influence the quality of educational process (quality of educational services provided to students in the system) and output (quality of graduates).

However, the efficiency as well as the effectiveness of an institution lies heavily on the quality of the available resources. Similarly, Ohia (2018) opined that the quality of any educational system is an index of the quality of inputs, into the education process. The quantity, quality and suitability of leaning resources (inputs) of the right type are the basis for assessing the quality of education at all levels and are very essential in the achievement of effective instructional delivery. Ogbodo in Mbon (2017) observed that quality learning resources enable the skillful lecturer to achieve a level of instructional excellence that far exceeds what is possible when they are not available. Therefore, poor quality of learning resources jeopardizes and reduces lecturers’ capacity for effective instructional delivery. Learning resources play a very important role in the teaching-learning process. The availability of text book, appropriate chalkboard, mathematics kits, science kits, teaching guild, science guild, audio-visual aids, over headed projector, computers among others are the important learning resources (Yusuf, 2015).

Learning resources include textbook, classrooms, desks, chairs, computers and other instructional equipment/materials that are critical in making teaching and learning more effective they help to improve access and educational outcomes since students are less likely to be absent from college that provide interesting, meaningful and relevant experience to them. These resources should be provided in quality and quantity in college for effective teaching and learning process. Raw (2017) stated that the first learning resources is the textbook. Textbook is the nucleus to all the learning activities related to a particular curriculum. Textbook plays a vital role in imparting knowledge to the students in the third world countries. Yusuf (2015) opined that the next learning resources is the educational board. The educational board is the teaching aid that lecturers frequently used; particularly during the lectures and discussions. There are different kinds such as, blackboard, maker board, white board, felt board and magic board. The lecturers use it in classroom to write the important words, statement, to draw diagrams, figures and maps. There is also science kit. It include all the necessary aids useful for teaching of science subjects like charts, maps and apparatus among others. Raw (2017) opined that teaching guild as one of the learning resources is a booklet provided to lecturers. It provides guidance lecturers about the matters

regarding teaching and learning process completely. Raw (2017) also said that audio-visual aids are the learning resources use for the learning process. It assist in teaching and learning process.it can also help to reduce the rate of forgetting, example of this, include maps, graph, diagrams.

Learning resources in the teaching and learning process, facilitate the learning of abstract concepts and ideas; keep the learners busy and active thus, increasing their participation in the lesson; save lecturers' energy of talking too much; illustrate the concepts clear and better than the lecturers' words only; help overcome the limitation of the classroom by making the inaccessible accessible; help to broaden students' knowledge, increase their level of understanding as well as discourage rote-learning; help to stimulate and motivate learners. Learning resources help lecturers to know how to present their lessons content clearly and sound. The researcher defined learning resources as those materials that helps lecturers to teach effectively for maximizing learning by students. Therefore, these resources are means for teaching and learning process to enable learners to acquire the learning outcomes. Furthermore, Usman (2016) stated the elements of learning resources as all material, non-material, audio-visual college environments and community materials available in an academic setting to facilities college administration and simplify the teaching/learning process. Within the context of this study, the researcher focused only on material and non-material resources.

The use of material resources at any level of the institution improves the commitment of lecturers towards the teaching and learning process as well. Availability of material resources increases the commitment of lecturers. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as computers, internet connectivity, radio, television. Material resources are also seen as physical resources utilized by educational institutions in the process of implementing educational programmes. They act as ancillaries for the achievement of educational goals and objectives. Educational material resources are the integral part of a well-organized college system. It could be understood to be any material which is used to facilitate the overall teaching and learning process in college. They include textbooks, computers, projector visual aids, charts, maps, laboratories equipment, chalkboard/ whiteboard, playground and other materials applicable in education system. Usman (2016), saw material resources as the tangible resources that can easily be seen and observed in any educational institution, such as classroom, staff office, vehicles, health centres, library, laboratories, instructional facilities, computers and so on which directly or indirectly contributes to the achievement of educational goals and objectives. However, the college system may not attain its set out goals without proper utilization of materials resources. No college can operate in a vacuum, the material resources, and several other resources are needed before a college can be said to be operational.

Materials resources are needed to convey ideas to the staff to enhance their understanding (Caples, 2020). Material resources are the tangible resources that can easily be seen and observed in any institution. They include textbooks, visual aids, charts, maps, laboratories equipment, chalkboard/whiteboard, playground and other materials applicable in education system. Makanya (2015) stated that the lack of wall charts, models, and other conventional media to complement the use of chalkboards and textbooks in the school is making it difficult for teachers to offer quality teaching to promote high academic achievement for secondary school students. However, effective teaching cannot take place without adequate and appropriate material resources. Material resources in colleges of education tend to depreciate as soon as they are provided-and put into use. One of the fundamental ways of ensuring the optimum utility of available material resources is through, maintenance culture. Maintenance culture of any college speaks much about an institution. Akpan (2016) opined that the general appearance of school facilities constitute the basis upon which members of the public pass their judgments about the academic performance going on in the school. College cannot afford this period of economic hardship; hence a maintenance culture should be adopted wherever college premises are occupied. Besides, maintenance enable us to pay less now, instead of waiting to pay more at a delayed point in time in the future. Hence, there is absolute need for the few available material resources to be properly maintained for effective

teaching and learning. Work Berihum (2017) emphasized that the success of the teaching –learning process is practically dependent up on how schools are capable of managing and utilizing their resources. That effective and efficient management of school materials resources may lead to success.

This also contributes to the fact that material resources will complement the efforts of the lecturers to bring understanding to the students. On the other hand, improper and poor handling of material resources is liable to lead to failure. Educational institution with improper and poor handling of material resources tend to be less successful. However, proper utilization of existing materials resources are the major factors effects on the expansion of education, lack of proper planning, storing and controlling the materials resources are the most serious problems identified in our educational system. The material resources such as textbooks, references, maps, globes, laboratory, equipment, facilities, computer and other materials are requested by the college provosts. To request and procure the materials ahead of time determines the awareness and the efficiency of the college provosts. In other words, the provost determines its kind and amount. Lecturers can use various material resources besides textbooks to arouse students, interview them and demonstrate to them on how things work. In this study, we may classify material resources into three. They include: visual, audio and audio visual. Visual resources are the aids which use the sense of vision. A lecturer makes use of material resources in order to arouse and sustain the interest of the students throughout the teaching-learning situation. They also attract attention, arouse interest and clarify meanings. The use of material resources also help in better retention of the content. Also these resources connect classroom teaching into a joyful learning experience. Moreover, material resources saves time. However, no institution can function very well without the availability of material and non-material resources, non- material resources is very important in an institution because it is mostly used by lecturers to keep the students records and they also help to promote meaningful communication, hence effective learning and as well as motivates students to learn.

Non- material resource refers to software application used in teaching and learning process. Non-material resources are those resources that do not have physical existence and cannot be touched, seen, or felt. Non-material resources represent an integral part of assets in knowledge and information-oriented enterprises. Their complexity and diversity result from the different interpretations offered by various scientific disciplines and practitioners. They are subject to an ongoing analysis and investigation in terms of particular components of non- material resources in an institution. They are referred to in various ways as non-material value, non-material assets, intellectual value, intellectual property, intellectual capital and intellectual assets. Without non- material resources, lecturers will be unable to perform their duties and responsibility at work. Non- material resources is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. Chingos (2017), discovered that learners with non-material learning resources have positive learning outcomes contrary to those without non-material learning resources. This means that, the college in which educational learning resources are available and used effectively, the instructional process yields positive outcomes unlike college which do not effectively manage learning resources in instructional process. Non- material learning resources include software (operating system, cloud technologies, applications (apps), writing, editing, office MS , PowerPoint, Word, Excel, and Outlook, Spread sheetDatabase softwarePresentation software, Email CorelDraw, and AutoCAD, canva, adobe photoshopand CD textbooks that fall in the category of courseware, OERS e-content) and others (e.g.; USB DRIVES, CD-ROM), all these help to train student and as well empowered staff to be committed to their duty.

In Nigeria, availability or shortage of main non-material resources impact instructive consequences, through advanced stages of resources being allied to better educational outcomes (Feza, 2015). This means that the college with adequate and better non-material learning resources are likely to achieve higher than those college with inadequate non-material resources. When necessary tools and equipment are provided to lecturers, they can acquire a better knowledge and understanding regarding work concepts hence obtaining positive outcomes in the workplace learning process. If a lecturer is equipped on the job

through provision of adequate non-material resources it will be reflected in the job commitment. Lecturers can only put in their best, if their material needs to carry out their functions are provided through adequate non-material resources. If the lecturers have insufficient learning resources they are likely to be absent, have stress related illness, and their commitment tend to be low. The implication of non-commitment to duty and the high rate of lecturers' attrition arising from poor job satisfaction have drawn increased attention from an array of perspective including education ministries and general society. Though seldom articulated, the interest in these trends centres on their consequences for the students. Lecturers' job commitment has direct implications on the learners and the overall success of college as an organization. Within the Nigerian contemporary society, the education of youths is an issue of serious concern because it does not only ensure sustainable development but also makes for continued capacity building. While also the current argument on the influence of learning resources on lecturers' job commitment appear to be quite logical and coherent, it must also be appreciated that the argument is not backed up by empirical research data. As such, how learning resources predict lecturers' job commitment is still in doubt and requires very urgent empirical research, hence the study sought to examine learning resources as predictors of lecturers' job commitment in colleges of education in south-east, Nigeria.

Statement of the Problem

The evidence based on literature showed that most lecturers lack commitment in colleges of education in south east, Nigeria as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. This lack of commitment of lecturers is the biggest danger as it leads to absence of fulfillment of college goals and objectives and invariably has resulted in poor performance of students

This unpleasant growth has attracted the attention of researchers and other stakeholders to find solution to this challenge. However, despite all efforts by stakeholders and scholars in improving lecturers' job commitment, the trend seems to have persisted.

Learning resources in college appear to fall short of lecturers' expectation manifesting in resignations, vacation of post, non - resumption at post after lecturers leave of absence and study leave. Poor commitment of lecturers could be due to insufficient learning resources variables such lack of material resources and lack of non-material learning resources among others.

Furthermore, in South East, Nigeria there seem to be dearth of empirical studies that investigated learning resources as predictors of lecturers' job commitment in colleges of education in south east, Nigeria. Hence, the researcher deems it necessary to fill the gap. It is against this backdrop therefore, and in the light of these distasteful circumstances, that this study is designed to examine the learning resources as predictors of lecturers' job commitment in colleges of education in south east, Nigeria.

Purpose of the Study

The general purpose of this study was to examine the learning resources as predictors of lecturers' job commitment in Colleges of Education in South East, Nigeria. Specifically, the study sought to examine the:

1. predictive value of material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. predictive value of non-material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria.

Research Questions

The following research questions guided the study

1. What is the predictive value of material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria?
2. What is the predictive value of non-material on lecturers' job commitment in Colleges of Education in South East, Nigeria?

Methodology

The study adopted a correlational research design. The area of the study is South- East, Nigeria. There are eight colleges of education in south east, Nigeria which are Federal Colleges of Education (Technical), Umunze; Federal Colleges of Education, Eha-Amufu; Federal Colleges of Education (Technical), Isu; Colleges of Education, Arochukwu, Abia; Nwafor Orizu Colleges of Education, Nsugbe; Enugu State Colleges of Education (Technical), Enugu; Ebonyi State Colleges of Education, Ikwo and Imo State Colleges of Education, Ihitte Uboma. The population of the study comprised 1750 lecturers' as respondents. The sample size is 175 lecturers drawn using accidental sampling technique. The instrument for the study was a self-structured questionnaire, titled (LRLJCQ). The instrument has three section A-C. Section A deals with the personal data of the respondents, while section B is divided in clusters with 10 items, section C is divided in clusters with 20 items. The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of six research assistants. A total number of 160 were retrieved which represented ((91%) return rate and ((9%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.77 for LRQ and 0.91 for LJCQ are considered highly reliable and suitable for the study. Data were analyzed using simple linear regression and multiple linear regression analysis through SPSS version 26. Simple linear regression analysis was used to answer research question whereas null hypotheses were tested at 0.05 level of significance using regression ANOVA. The decision rule for testing the hypotheses stated: Reject the null hypothesis if the associated probability to test statistics is equal or less than 0.05 level of significance, otherwise do not reject the null hypothesis.

Research Question 1: What is the predictive value of material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria?

Table 1: Simple regression analysis for material resources predicting lecturers' commitment

Mode	R	R square	Adjusted R square	Std Error of the estimate	R square charge	Statistics F charge	df ₁	df ₂	Sig	F charge
1	.871 ^a	.759	.758	2.87399	.759	538.629	1	171	.000	

a. Predictor (constant), Material Resources

Analysis in table 1 displayed the regression analysis for the variation in lecturers' job commitment in colleges of Education in South East, Nigeria that was predicted by material resources. The finding depicted that when the responses of respondents on material resources were correlated with lecturers' job commitment, a correlation coefficient (R) of 0.871 with associated coefficient of determination (R²) of 0.759 were obtained. This coefficient of determination (R²) of 0.759 indicated that 75.9% variation in lecturers' commitment in Colleges of Education in South East, Nigeria can be predicted by material resources.

Research Question 2: What is the predictive value of non-material resources on lecturers' predicting lecturers' job commitment?

Table 2: Simple regression analysis for non-material resources predicting lecturers' commitment

Mode	R	R square	Adjusted R square	Std Error of the estimate	R square charge	Statistics F charge	df ₁	df ₂	Sig	F charge
1	.359 ^a	.129	.124	5.46476	.129	25.274	1	171	.010	

a. Predictor (constant), Non – Material Resources

Finding from table 2 revealed the regression analysis for the variation in lecturers' job commitment in Colleges of Education in South East, Nigeria that was predicted by non – material resources. The finding revealed that when the responses of respondents on non – material resources were correlated with lecturers' job commitment, a correlation coefficient (R) of 0.359 with associated coefficient of determination (R^2) of 0.129 were obtained.

This coefficient of determination (R^2) of 0.129 indicated 12.9% variation in lecturers' job commitment in Colleges of Education in South East, Nigeria can be predicted by non – material resources.

Test of Hypotheses

Hypothesis 1: Material resources will not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 3: Regression ANOVA test of significance for the variation in lecturers' job commitment that can be predicted by material resources.

Model		Sum of square	Df	Mean square	F	Sig	Decision
1	Regression	4448.990	1	4448.990	538.629	.000	Significant
	Residual	1412.432	171	8.260			
	Total	5861.422	172				

Dependent variable: Lecturers' commitment predictors (constant) material resources

Table 3 displayed that the variation in lecturers' job commitment in Colleges of Education in South East, Nigeria that was predicted by material resources was significant ($F(1,171) = 538.629$, $p = .000$). Since the associated probability value of .000 was less than 0.05 level of significance at which the hypothesis was tested, the null hypothesis was rejected. At this junction, the conclusion drawn was that there is a significant variation in lecturers' job commitment that was predicted by material resources in Colleges of Education in South East, Nigeria.

Hypothesis 2: Non material resources will not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 4: Regression ANOVA test of significance for the variation in lecturers' job commitment that can be predicted by non- material resources.

Model		Sum of square	Df	Mean square	F	Sig	Decision
1	Regression	754.760	1	754.760	25.274	.090	Not significant
	Residual	5106.662	171	29.864			
	Total	5861.422	172				

Dependent variable: Lecturers' commitment predictors (constant) non material resources

Table 4 displayed that the variation in lecturers' job commitment in Colleges of Education in South East, Nigeria that was predicted by non- material resources was not significant ($F(1,171) = 25.274$, $p = .090$). Hence, the associated probability value of .090 was greater than 0.05 level of significance at which the hypothesis was tested, the null hypothesis was not rejected. However, the conclusion drawn was that there is no significant variation in lecturers' job commitment that was predicted by non- material resources in Colleges of Education in South East, Nigeria.

Discussion

Findings on predictive value of material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria showed that there is a significant variation on lecturers' job commitment that was predicted by material resources in Colleges of Education in South East, Nigeria. The finding is as a result of the fact that the level of lecturers' job commitment in teaching various subjects in colleges is greatly dependent on the degree and extent of availability and utilization of up-to-date material resources which revolve around facilities, equipment and supplies like the physical plants, printed and non-printed

materials. Material resources is all about teaching aids used by the lecturers in the process of teaching, but it can also have a significant impact on their commitment. Availability of material resources makes lecturers to be effective and drives them to do their best in colleges. The findings of the study was in consonance with Bizimana and John (2014), that determined the correlation between availability of teaching and learning resources and effective classroom management and content delivery in secondary colleges in Huye District, Rwanda whose major finding was that although the level of reaching and learning in the study local was insufficient, hence compromising the effectiveness of classroom management and content delivery. There is a positive and significant correlation between most of the teaching and learning resources and the level of classroom management and content delivery ($r=711$ $p< .001$) at $\alpha =.05$ level of statistical significance.

Findings on predictive value of non-material resources on lecturers' job commitment in Colleges of Education in South East, Nigeria showed that there is no significant variation in lecturers' job commitment that was predicted by non- material resources in Colleges of education in South East, Nigeria. This finding could be as a result of the fact that availability of non- material resources are software application such as office MS, PowerPoint, Word, Excel, and Outlook, Spread software Presentation, Email CorelDraw, and AutoCAD, canva, adobe photoshop and CD text books used in teaching and learning process cannot lead to lecturers' commitment. The finding is as a result of the fact that non-material resources are mostly used for proper documentation of students and staff record. These findings was in disagreement to the findings of Ewemade and Omolaju (2021) investigated availability and utilization of digitalized teaching and learning resources for office technology and management skills acquisition in colleges of education in Delta State. The findings showed that digital technologies are moderately available, but well utilized in teaching and learning. Also these findings was in disagreement with line Chingos (2017), who discovered that learners with non-material learning resources have positive learning outcomes contrary to those without non-material learning resources. This means that, the colleges in which non-material learning resources are available and used effectively, the instructional process yields positive outcomes unlike colleges which do not effectively manage learning resources in instructional process. The findings of the study alike wise disagreed with (Feza, 2015), who revealed that in Nigeria, availability or shortage of main non-material resources impact instructive consequences, through advanced stages of resources being allied to better educational outcomes. This means that the colleges with adequate and better non-material learning resources are likely to achieve higher than those colleges with inadequate non-material resources.

Conclusion

This study findings showed that learning resources determined the level of lecturers' job commitment. Also the extent to which lecturers are motivated to work extra hours attending to students' needs and preferring solutions to students' problems depends largely on the availability of learning resources. Therefore, learning resources are absolutely necessary in any academic settings for lecturers' job commitment. Learning resources in colleges of education particularly in the areas of material resources and non-material are optimally important to lecturers job commitment which will also enhances student academic performance in colleges of education in south east, Nigeria. Thus, the study concluded that learning resources had significant variation towards lecturers' job commitment in colleges of education in south east, Nigeria.

Recommendations

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

1. Government should provide adequate material resources, since provision of adequate material resources help lecturers to be committed to their job.
2. Lecturers should be trained on adequate utilization of non-material resources such as ICT application programmes, as ICT application programmes are essential in updating students' records and in

accomplishing organizational objectives and goals. This could also improve lecturers' commitment in colleges of education in south east, Nigeria.

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