

EVALUATION OF UNIVERSITY LECTURERS' QUALITY SERVICE DELIVERY IN SOUTH – SOUTH GEO-POLITICAL ZONE OF NIGERIA IN THE 21ST CENTURY

¹EZECHUKWU, I. R., ²ORDUA, V. N., & ³OJEDAPO, D. O.

^{1,2&3}Department of Educational Psychology, Federal College of Education (technical)
Omoku Rivers State
Ezechukwuifeoma445@yahoo.com

Abstract

Quality Service delivery in this study signifies the various ways and manners in which lecturers perform their assigned responsibilities with the aim of improving learning. The purpose of the study is to evaluate quality of university lecturers' service delivery in south – south geo-political zone of Nigeria in the 21st century. The study employed the descriptive survey design. The population of the study consisted of sixteen thousand, three hundred and ninety (16,390) lecturers from nineteen universities in the South-South Geo-political zone of Nigeria. A sample of 390 lecturers was used for the study. Multistage sampling procedure involving, simple random sampling, Taro Yamen Formula and stratified random sampling techniques were used to select the sample. The instrument used for data collection was self-developed questionnaire titled 'Quality of Lecturers Service Delivery Questionnaire' (QLSDQ). The face and content validation of instrument was done by three experts in measurement and evaluation while the internal consistency reliability of the instrument was established at .89 using Cronbach alpha method. Four research questions and one hypothesis guided the study. The data collected were subjected to analysis using percentages, bar chart and standard deviation to answer the research questions while student t-test was used to test the hypothesis at 0.05 level of significance. One of the findings revealed that lecturers at the universities of south-south geo-political zone of Nigeria are qualified to achieve quality service delivery within the classroom. Also, lecturers possess the right strategies and can adopt self-development strategies to ensure quality service delivery. It was thus recommended that lecturers and government work together to ensure improvement in the delivery of quality services within the classrooms in Nigerian universities.

Key words: Evaluation, Lecturers' Quality, Service Delivery, The 21 Century

Introduction

Education is the transmission of what is worthwhile from the custodians (lecturers) to the learners. Education is the process by which the individual is helped to develop physically, mentally, morally, spiritually and emotionally through the provision of suitable environment and the teaching of new knowledge, attitudes and skills so that

the individual may be useful to himself and the society in which he/she lives (Nworgu, 2015). Education should not, however, be confused with teaching which is only one aspect of the educational process. To teach is to instruct, to impart knowledge and to guide students to learn properly. Therefore, the lecturer must have useful knowledge, professional skills and a thorough knowledge of the psychology of the students.

In the words of Peretomode (2008), a lecturer is a person recognized and employed to help learners in a classroom situation in order to achieve set educational goals. The onus is upon the lecturer to practicalize the minimum standard with a view to achieving educational objectives and national development. Judging from the various Nigerian government policies, the government is very much aware of the crucial role of teachers/lecturers in the implementation of educational policies. For instance, the Federal Republic of Nigeria (2004) vividly states that no educational system can rise above the quality of its teachers. The Nigerian educational system has witnessed a lot in the area of policy formulation, programmes and recommendations from different task forces, commissions, committees, workshops, seminars, symposia and meetings on production of quality lecturers who will subsequently produce quality and competent students. Education cannot really be said to be transmitted without proper evaluation.

Evaluation of the various service delivery employed by the lecturers to achieve these policies and goals prompted this research. Evaluation is the process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics (Nworgu, 2015). Evaluation is therefore an integral part of education. Evaluation is a broad concept which involves measurement, test and value judgement (Masha, 2002). One may therefore say that the process of describing individual achievements in education without assigning numerical value to it is called evaluation.

Evaluation of lecturers can be approached from three different but related angles: measurement of inputs, processes, and outputs. Inputs are what a lecturer brings to his or her position, generally measured as lecturers' background, beliefs, expectations, experience, pedagogical and content knowledge, certification and licensure, and educational attainment. These measures are sometimes called 'lecturer quality', for instance, the Organisation for Economic Co-operation and Development (OECD, 2005) requirement for highly qualified lecturer refers specifically to lecturer qualifications and credentials. Processes, on the other hand, refer to the interaction that occurs in a classroom between lecturers and students. It also may include a lecturer's professional activities within the larger school and community, but for the purposes of this study, classroom processes are the focus. Outputs represent the results of classroom processes, such as impact on students' achievement, graduation rates, students' behaviour, engagements, attitudes, and social-emotional well-being.

Lecturers' service delivery is defined as a lecturer's ability to produce higher than expected gains in students learning. Service delivery in this study signifies the various ways and manners in which lecturers perform their assigned responsibilities with the aim of improving learning. The services rendered by lecturers in the tertiary

institutions to train students in order for the goals to be achieved, among others, include instructional duties, management of students' discipline, keeping of records, lesson notes, administration of examination, classroom management, and other responsibilities as deemed necessary (Ayeni, 2010). The lecturers are expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students. The lecturers must also have access to information which is up-to-date, reliable and relevant to the educational needs of students. In this 21st century, the university statutory organs are expected to provide quality orientation and capacity building for lecturers towards keeping with the current thinking in collaborative learning, use of ICT as tools for knowledge construction and co-construction, critical and creative thinking, and authentic problem solving (Chai & Kong, 2017). Lecturer service delivery can be viewed as Teaching, Researching and Community service. These are the statutory functions of lecturers in tertiary institution anywhere in the world.

Lecturers' quality is also manifested in their knowledge of the subject-matter, skills and competences in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. This means that the genuine lecturer must possess the qualities for effective teaching and pleasant learning within the school setting. He must have knowledge of what he is to teach, how he is to teach, and whom he is to teach. The purpose is to deliver the minimum standard efficiently, so as to achieve the set goals and standards in schools (Koleoso, 2002). The lecturer's role is crucial for effective and efficient learning, the lecturer is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in tertiary institutions (Ayeni, 2010). The purpose of any lecturer in the school is to help learners learn, inquire, solve problems, and cope with their own emotional needs and tensions.

Furthermore, lecturers need to create a supportive classroom environment, which could develop students' desire and ability to become independent and lifelong learners (Brickner & Etter, 2008). There is also the need for an enabling physical working environment with adequate facilities. Physical working environment constitutes the physical setting in which lecturers perform their duties and in the context of the present study, it refers to school facilities. These include such things as, office accommodation, instructional materials, power supply, temperature conditions, workshop equipment, library resources, and classroom space, among others. The physical working environment and the availability of resources to support teaching are necessary platforms for lecturers' service delivery. The role of the physical setting is to allow job activities to be carried out comfortably, effectively and

with dignity. The implication of insufficient state of physical facility is that lecturers' service delivery would be severely affected. As observed by Leung, Chan and Wang (2006), working in an environment with insufficient physical facility can cause lecturers to decrease their enthusiasm and work efficiency. Recognizing this symptom is essential for lecturers to enable them to plan their class lessons more effectively so as to produce quality students.

The quality of students' learning is undoubtedly dependent on lecturers' knowledge, skills and competencies in instructional task performance of students' learning outcomes and attainment of quality education in universities. The quality of students' learning outcomes is directly dependent on the quality of lecturers as demonstrated in their knowledge of the subject matter and capacities to effectively carry out instructional tasks with the ultimate aim of facilitating the learning of diverse students and raises achievement for all learners to meet the specified standards and satisfaction of the larger society (Middlehurst & Gordon, 2007). This is highly significant in order to determine whether lecturers themselves are competent in the skills since they are the ones who are going to align technologies with content and pedagogy.

Empirically, several studies have revealed that a positive effect of experience on lecturers' service delivery is most obvious in the early years of teaching (Dunkin, 2001, Rice, 2004, Bauerm 2005). In measuring lecturers' service delivery, Stiggins and Duke (2000) suggested three, parallel evaluation systems. These include an induction system for novice lecturers with a focus on meeting performance standards; a remediation system for experienced lecturers in need of remediation to correct deficiencies in performance and a professional development system for competent and experienced lecturers pursuing excellence in particular areas of teaching. Notwithstanding, Glass (2001) found in a study that the pupil-achievement data could not tell teachers how to teach or distinguish between good and poor teachers. Medley and Shannon (2004) too, expressed doubts about using measures of student achievement to judge teacher effectiveness while Darling-Hammond, Wise and Klein (2005) found certain deficiencies in the attempts to obtain performance measures of lecturers: These deficiencies include the fact that the assessment systems do not evaluate candidates in similar job settings and performance situations. Durosaro (2006) asserted that quantitatively viewed, the Nigerian educational system seems highly productive. This conclusion is based on the rate at which the educational institutions at all levels turn out graduate each year. But, if examined qualitatively, such a conclusion could be deceptive. This assertion is a pointer to the fact that educational institutions in Nigeria have not been productive qualitatively. The strength and quality of graduates to an extent is rooted in the degree of interaction between the teaching staff and the students (Achibong & Okey 2006). Ajayi and Oguntoye (2003) also argued that the quality of education which a nation enjoys cannot be isolated from the effects of the lecturers. Developing communication skill into students would require correct guidance from the lecturers and assessments assigned to the students. The study of Claro et al. (2018) showed that, one-fourth of

the lecturers have difficulty to teach student on how to solve information and communication tasks. In addition, Posselt and Forstl (2011) pointed out that employers expertise can help improve the quality of service delivery by staff, this of course includes lecturers; by employers expertise, the researchers imply the ability of lecturers to display strong behavioral competencies such as creativity, motivation, personal/professional competencies, self-development and control etc. are the ones who are going to align technologies with content and pedagogy. This agrees with the view of Gupta, McDaniel, and Herath (2005), which opined that the quality of service delivery is crucial for any organization; more so, the researchers believe that if employers are able to train and engage their staff such as lecturers, the quality of service delivery within the institution will most likely be improved. Consequently, the study of Kumara and Wijenayake (2016) indicated that gender is a factor that is capable of influencing the quality of service delivery strategies of lecturers as the researcher reported male lecturers as possessing more of the strategies than the female.

Observations by stakeholders in the education sector point to the fact that lecturers are not putting in their best in the delivery of their statutory functions. Some of them show low commitment to duties and display laxity in discharging their responsibilities. Lecturers have difficulty in their teaching pedagogy due to rapid changes in technology. Working in an environment with insufficient physical facility can cause lecturers to decrease their enthusiasm and work efficiency. When lecturers fail in their responsibilities, students are affected negatively. How true is the contention that most lecturers in our universities are not delivering quality service? To answer this question, a number of factors such as, Qualification, Lecturers' classroom strategies, lecturers' supportive physical working environment strategies and Lecturers' self developed strategies will be investigated.

The general purpose of the study was to evaluate the quality of lecturers' service delivery in universities in south- south geo-political zone of Nigeria in the 21 century.

Specifically, the study sought to:

- identify percentages of lecturers that are professionally qualified for quality service delivery in universities in south- south geo-political zone of Nigeria.
- examine lecturers' classroom strategies at achieving quality service delivery in universities in south- south geo-political zone of Nigeria.
- find out ways lecturers adopt self development strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria.
- ascertain the lecturers' supportive physical working environment strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria.

Research Questions

The following research questions were developed to guide the study:

- What percentages of lecturers are professionally qualified for quality service delivery in universities in south- south geo-political zone of Nigeria?
- What are the lecturers' classroom strategies at achieving quality service delivery in universities in south- south geo-political zone of Nigeria?
- In what ways can lecturers adopt self development strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria?
- What are the lecturers' supportive physical working environment strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria?

Hypothesis

The null hypothesis below was tested at $p < 0.05$ level of significance.

Hypothesis One: There is no significant difference between male and female lecturers' lecturers' classroom

strategies at achieving quality service delivery in universities in south- south geo-political zone of Nigeria?

Methodology

The study employed the descriptive survey design. According to Ezechukwu, Ihiegbulem, Nwaji, Ejimaji, Ojedapo & Ukofia (2020), descriptive survey design is used to obtain information concerning the current status of the phenomena and to describe 'what exists' with respect to variables or conditions in a situation. The study was carried out in universities in South-South geo-political zone of Nigeria. South-South geo-political zone of Nigeria consists of Akwa-Ibom State, Bayelsa State, Cross River State, Delta State, Edo State and Rivers State. The population of the study consisted of sixteen thousand, three hundred and ninety (16,390) lecturers from nineteen universities in the South-South Geo-political zone of Nigeria. Multistage sampling procedure involving, simple random sampling, Taro Yamen Formula and stratified random sampling techniques were used to select the sample. In the first stage, the universities were stratified according to ownership (Federal, State and Private) using simple random sampling technique to select six universities, two from Federal (University of Port-Harcourt and University of Calabar, Calabar, Cross River), two from State (Delta State University Abraka, Delta State and Ignatius Ajuru University of Education, Rivers State) and two Private (Benson Idahosa University, Benin, Edo State and Igbinedion University, Okada, Benin City, Edo State). Second stage, Taro Yamen Formula was used to select three hundred and ninety (390) lecturers from six universities. At the third stage, 390 lecturers made of 115 male and 175 female lecturers were drawn through proportionate stratified random sampling technique. The sample for this study was made up of 390 lecturers selected from six universities.

The instrument used for data collection was self-developed questionnaire titled 'Quality of Lecturers Service Delivery Questionnaire' (QLSDQ). QLSDQ contained four sections (A, B, C and D); section A dealt with demographic and general information. The section B contained a total of 18 items on lecturers' classroom strategies at achieving quality service delivery, section C contained 20 items on self development strategies adopted by lecturers to achieve quality service delivery and section D consisted of 18 items on lecturers' supportive physical working environment strategies to achieve quality service delivery which was arranged on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was validated using both face and content validity. Copies of the questionnaire were trial tested on forty (40) lecturers from Imo State University, Owerri and data collected were analyzed using Cronbach Alpha which yielded the internal consistency estimates of .89. The questionnaire was administered to the lecturers in their respective schools. Two research assistants were employed and trained to help the researchers in the administration of questionnaire. Data collected were analyzed using percentages, bar-chart, mean and standard deviation for research questions while hypothesis was tested using student t-test. The researchers used a criterion mean of 2.50 as the benchmark for decision making. Means value of 2.50 and above were agreed while mean values below 2.50 were disagreed. This was arrived at thus: SA = 4, A = 3, D = 2 and SD = 1 Criterion Mean
$$\frac{(\cancel{4})+3+2+1}{4} = \frac{10}{4} = 2.50$$

Results

Research Questions One: What percentages of lecturers are professionally qualified for quality service delivery in universities in south- south geo-political zone of Nigeria?

Table 1: Percentages of lecturers' based on their qualification and experience for quality service delivery in universities in south-south geo-political zone of Nigeria

Demographics	Categories	N	%
Qualification	BACHELOR DEGREE	62	16
	PGDE	79	20
	MASTERS DEGREE	169	43
	DOCTOR OF PHILOSOPHY (Ph.D.)	80	21
Experience	1-6 years	111	29
	7-12 years	68	17
	13-18 years	110	28
	19 years and above	101	26

Table 1 above shows the percentages and frequencies of university lecturers based on their qualification and their experience. The lecturers with the qualification of master's degree have the highest frequency of 169 and a percentage of 43%; this was followed by doctor of philosophy with a frequency of 80 and a percentage of 21% and

PGDE and bachelor degree with frequencies and percentages of 79 and 62; 20% and 16% respectively. Equally, in terms of experience, lecturers with experience of 1-6 years had the highest frequency of 111 and a percentage of 29% followed by 13-18 years, 19 years and above and 7-12 years with frequencies of 111, 110, 101, 68 and percentages of 29, 28, 26 and 17 respectively.

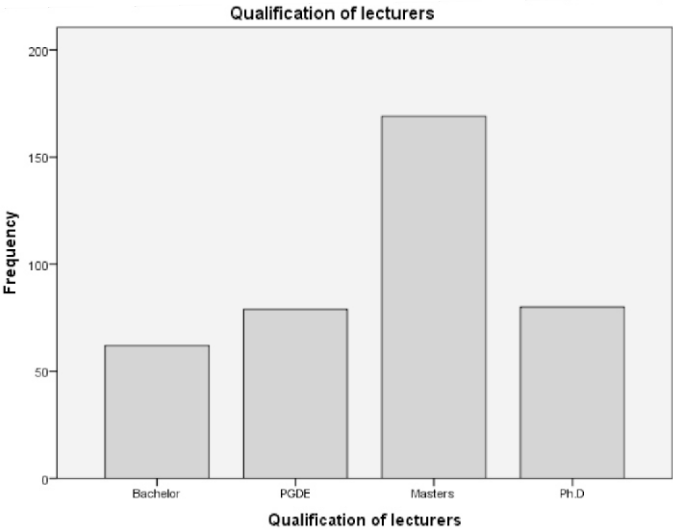


Fig 1: Bar chart on qualification of lecturers

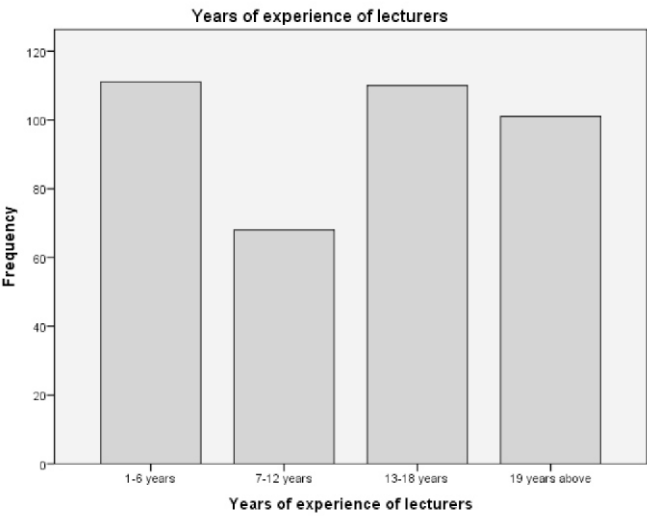


Fig 2: Bar chart on years of experience of lecturers

Figure 1 and 2 above represent the bar chart for the information in table 1 on lecturer's qualification and their years of experience accordingly.

Research Questions Two: What are the lecturers' classroom strategies at achieving quality service delivery in universities in south- south geo-political zone of Nigeria?

Table 2: Mean and standard deviation on lecturers' classroom strategies to to achieve quality service delivery in universities in south- south geo-political zone of Nigeria

S/N	ITEM STATEMENT	N	Mean	SD	Decision
1.	Lecturers organize lessons with sequence, continuity and integration of concepts to facilitate learning.	400	3.01	.64	A
2.	Lecturers give an individualized attention to each student in the class.	400	1.80	.84	D
3..	Lecturers engage students in lessons and activities that promote creativity.	400	2.09	1.10	D
4.	Lecturers teach, tolerate and accommodate the dull students	400	2.85	.73	A
5.	Lecturers praise generously to create room for improvement among the students in the class.	400	2.69	.82	A
6.	Lecturers use instructional materials that will enable the students to understand.	400	2.87	.80	A
7.	Lecturers are confident with the use of technology as a tool to teach the students.	400	2.62	.83	A
8.	Lecturers engage students in lessons and activities that promote communication.	400	2.97	.66	A
9.	Lecturers provide a helping hand at crucial time for the learners.	400	2.65	.85	A
10.	Lecturers avoid penalizing the entire group for the offence of an individual.	400	2.71	.84	A
11.	Lecturers strive towards achieving the goals that exist for each sequence of instruction.	400	2.89	.71	A
12.	As an embodiment of knowledge , lecturers need not prepare materials to be used in the class.	400	2.74	.85	A
13.	Lecturers cover the course outline before exam	400	2.70	.78	A
14.	Lecturers convey their ideas using media other than a written paper to students in the class.	400	2.84	.69	A
15.	Lecturers keep adequate records of students' performance.	400	2.66	.98	A
16.	Lecturers adopt systematic strategies involving social rewards and tangible rewards while teaching.	400	2.68	.74	A
17.	Lecturers encourage the efforts of learners no matter how irritating or unsatisfactory the learners behave.	400	2.63	.79	A
18.	Lecturers provide regular feed -back on students' performance	400	2.86	.78	A

Disagree (D) = 0-2.49; Agree (A) = 2.5-4.0

Table 2 above shows the number of respondents (n), means, standard deviations and the decision of the various classroom strategies for quality services delivery employed by lecturers in universities in south-south geo-political zone of Nigeria as

responded to by students; from the table, items/statements with mean value greater than the criterion mean of **2.50** are considered agree (**A**) while items or statements with mean value less than the criterion mean of **2.50** are considered disagree (**D**).

Research Questions Three: In what ways can lecturers adopt self-development strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria?

Table 3: Mean and standard deviation on self-development strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria

S/N	ITEM STATEMENT	N	Mean	SD	Decision
1.	Through creative idea	390	3.13	.61	A
2.	Through participation and cooperative learning	390	3.32	.60	A
3.	Through Research	390	3.63	.48	A
4.	Through analysis and critical thinking	390	3.48	.62	A
5.	Through problem solving	390	2.98	.84	A
6.	Through innovation and encouragement of creative	390	2.98	.88	A
7.	Through divergent thinking	390	3.02	.73	A
8.	Through achievement of any well -developed quality educational goals	390	3.44	.55	A
9.	Through continuous learning	390	3.33	.82	A
10.	Through professional competence	390	3.46	.66	A
11.	Through sound knowledge of the subject matter	390	3.46	.66	A
12.	Through proper planning of lessons	390	3.32	.73	A
13.	Through regular minimum standard implementation	390	2.75	.82	A
14.	Through optimization of instructional resources	390	3.08	.86	A
15.	Through classroom management	390	3.10	.80	A
16.	Through assessment of students' learning outcomes	390	3.22	.68	A
17.	Through expectations of success for all students	390	3.05	.66	A
18.	Through record-keeping	390	2.99	.67	A
19.	Through self-understanding and control	390	2.95	.70	A
20.	Through psychological insight and collegiality	390	2.96	.84	A

Disagree (D) = 0.00-2.49; Agree (A) = 2.50-4.00

Table 3 above presents the item statements, number of subjects, means, standard deviation and the decision of the various items. Items with mean value greater than the benchmark mean of **2.50** are considered agree (A) while items with mean values greater than **2.50** are seen as disagree (D).

Research Question Four: What are the lecturers' supportive physical working environment strategies to achieve quality service delivery in universities in south-south geo-political zone of Nigeria?

Table 4: Mean and standard deviation on supportive physical working environment strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria

S/N	ITEM STATEMENT	N	Mean	SD	Decision
1.	Provision of a well-equipped and standard library	390	3.35	.72	A
2.	Provision of comfortable classroom chairs and tables	390	3.31	.89	A
3.	Provision of soft loans to lecturers to buy cars	390	3.17	.86	A
4.	Conduct workshops for lecturers. seminars, symposia	390	3.57	.69	A
5.	Provide lecturers with personal computers	390	2.90	.92	A
6.	Provision of recreational facilities	390	3.29	.66	A
7.	Provision of adequate classroom space	390	3.32	.63	A
8.	Subsidized cost of production of materials	390	2.75	.82	A
9.	Provision of workshop equipment	390	3.11	.86	A
10.	Adequately furnish and equip lecture rooms	390	2.98	1.01	A
11.	Provide accommodations for lecturers (both within and outside the campus)	390	2.86	.77	A
12.	Provision of canteen for lecturers	390	3.06	.89	A
13.	Provide adequate power supply	390	2.47	.85	D
14.	Provide adequate laboratories	390	3.07	.70	A
15.	Provision of comfortable housing	390	3.12	.77	A
16.	Provide research facilities and grants	390	2.71	.70	A
17.	Provide safe and healthy working environment	390	3.28	.70	A
18.	Provide comfortable personal offices for lecturers	390	3.16	.73	A

Disagree (D) = 0.00-2.49; Agree (A) = 2.50-4.00

The result in table 4 above reflects the items, number of respondents (N), response mean, standard deviation and decision. Items with mean response value of **2.50** and above are taken as agree (A) while items with mean below the criterion mean of **2.50** indicates disagreement (D)

Hypothesis One: There is no significant difference between male and female lecturers' classroom strategies at achieving quality service delivery in universities in south- south geo-political zone of Nigeria?

Table 5: t-test analysis of the difference in the mean response of male and female lecturers' classroom strategies at achieving quality service delivery in universities in south-south geo-political zone of Nigeria

Group	N	Mean	Std. Deviation	df	t-cal	Sig.(2-tailed)	Decision
Male	215	3.2533	.45115	388	.123	0.00	Sig
Female	175	3.0974	.41531				

The data in table 5 above shows the t-test summary table; the table revealed that there is a significant difference in the mean responses of male and female lecturers in universities in south-south geo-political zone of Nigeria with respect to their

classroom strategies for achieving quality service delivery. This is evident in the fact that the above table shows that the probability associated with the t-value of **.123** for the difference in mean of male and female lecturers is **.00**. Therefore, the H_0 is rejected and the alternative hypothesis upheld.

Discussion of Findings

The finding from table 1 above on the percentages of lecturers that are professionally qualified for quality service delivery in south-south geo-political zone of Nigeria indicated that a very high percentage of lecturers possessed the necessary qualification for quality service delivery as lecturers with master's degree and Ph.D. appears to have the highest percentages of 169% and 80% accordingly. This was followed by PGDE and Bachelor degree with 79% and 62% accordingly; more so, the finding revealed that the lecturers are well experienced to facilitate quality service delivery in Nigeria universities as the result revealed that many years of experience have been acquired by the lecturers. This finding agrees with the finding of Claro et al (2018) which stated that a very high percentage of lecturers possess basic skills or strategies in teaching effectively in the classroom.

From table 2 above on the classroom strategies employed by lecturers at achieving quality service delivery in universities in south- south geo-political zone of Nigeria, the result showed that lecturers employ several strategies such as organizing lesson with sequence, continuity and integration of concept to facilitate learning, teaching, tolerating and accommodation of dull students etc. at ensuring quality service delivery within the classroom in the universities in Nigeria. However, the finding in table 2 also showed that lecturers do not give individualized attention and do not engage students in lessons and activities that could promote creativity. One could opine that the utilization of these strategies by lecturer may likely improve students' performance and competencies. This tends to agree with the view of Middlehurst and Gordon (2007); Glass (2001) however expressed a contrary view that the performance of students does not depend largely on the quality of service delivery of lecturers. This contradiction may be due to the fact that the studies were carried out in different location or were done using subjects with different characteristics.

The result from table 3 on ways that lecturers can adopt self-development strategies to achieve quality service delivery in universities in south- south geo-political zone of Nigeria revealed that through such strategies as creative ideas, participation and cooperative learning, researching, analysis and critical thinking, problem solving etc. as indicated by all items in table 2; lecturers can achieve quality service delivery in universities. This implies that if lecturers make use of these several strategies, the services delivered within the classrooms across Nigeria universities will greatly improve. This is in line with the view of Achibong and Okey (2006); Ajayi and Oguntoye (2003) that the quality of students and improvement in the education system of Nigeria is linked to the effects of lecturers. More so, Posselt and Forstl (2011) mentioned that if lecturers employ the right strategies such as creativity, self-

development, self-control, professional competencies etc., the quality of services delivery within the classroom settings will greatly be enhanced.

The finding from table 4 on lecturers' supportive physical working environment strategies to achieve quality service delivery in universities in south-south geo-political zone of Nigeria revealed that several physical working environment such as office accommodation, instructional materials, power supply, temperature conditions, workshop equipment, library resources, and classroom space, among others in order to ensure that lecturers facilitate the attainment of quality service delivery within the universities. However, item 13 in table 4 showed that adequate power supply is a good strategy that can help lecturers to achieve quality service delivery in universities in south-south geo-political zone of Nigeria. In essence, this means that if adequate power supply is provided to lecturers, improvement is inevitable in terms of quality services delivery by lecturers. This is in agreement with the view of Leung, Chan and Wang (2006) that working in an environment with insufficient physical facility can cause lecturers to decrease their enthusiasm and work efficiency.

The result from table 5 revealed that there exist a significant difference between male and female lecturers in the classroom strategies at achieving quality service delivery in universities in south-south geo-political zone of Nigeria in favor of the male lecturers. This finding agrees with the finding of Kumara and Wijenayake (2016) that gender discriminates in terms of quality service delivery of lecturers in higher institutions of learning. More so, lectures can adopt strategies that will ensure this quality service delivery and consequently, lecturers can employ varieties of self-development strategies that will ensure that this quality services are delivered within the classroom in the universities and also, employers can provide conducive physical working environment that will enable lecturers to deliver these quality services in the universities. These services delivery however differ significantly based on the gender of lecturers. Therefore, gender has a significant influence on the quality of service delivery by lecturers in the universities in south-south geo-political zone of Nigeria in favour of the male lecturers.

Conclusion

It is therefore concluded from this study that a very high percentage of university lecturers are qualified in the delivery quality services within the classrooms in Nigeria universities in the south-south geo-political zone. More so, lectures can adopt strategies that will ensure this quality service delivery and consequently, lecturers can employ varieties of self-development strategies and supportive physical working environment strategies that will ensure that this quality services are delivered within the classroom in the universities. These services delivery however differ significantly based on the gender of lecturers. Therefore, gender has a significant influence on the quality of service delivery by lecturers in the universities in south-south geo-political zone of Nigeria in favour of the male lecturers.

Recommendations

In line with these finding, it is therefore recommended that:

1. Qualified lecturers should be employed across universities in Nigeria.
2. Lecturers and employers (government and private) should work hand in hand to ensure that necessary strategies relevant for effective and quality services delivery within the classroom be adopted and utilized to ensure improvement of students' academic performance and productivity in the education sector of the country.
3. Employers (government and private) should ensure that lecturers' are provided with supportive physical working environment that is relevant for effective and quality services delivery across universities in Nigeria.

References

- Ajayi, I. A., & Oguntoye, H. O. (2003). Motivation as correlate of teachers' job performance in Ogun State secondary schools. *UNAD Journal of Education*, 3, 109-115.
- Archibong, L. A. & Okey, S. A. (2006). Towards quality graduate output from Nigerian universities. *Nigerian Journal of Educational Philosophy*, 2 (2), 71-77.
- Ayeni, A. J. (2010). Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State. *Unpublished Doctoral dissertation. Obafemi Awolowo University, Ile-Ife, Nigeria.*
- Brickner, D. R. & Etter, E. R. E. (2008). Strategies for promoting active learning. *Academy of Educational Leadership Journal*, 12(2), 87–93.
- Chai, C. S. & Kong, S. C. (2017). Professional learning for 21st century education. *Journal of Computers in Education*, 4(1), 1–4.
- Claro, M., Salinas, A., Cabello-Hutt, T., San Martín, E., Preiss, D. D., Valenzuela, S. & Jara, I. (2018). Teaching in a digital environment (TIDE): Defining and measuring teachers' capacity to develop students' digital information and communication skills. *Computers and Education*, 121(November), 162–174.
- Darling-Hammond, L., Wise, A.E. & Klein, S. (2005). *A license to teach: Building a profession for 21st century schools*. Boulder: Westview Press.
- Dunken (2005). The nature and impact of early skills, attention, and behaviour, presented at the Russell Sage Foundation conference on Social Inequality and Educational Outcomes, November 19-20
- Durosaro, D. O. (2004), Resource allocation and utilization for university education in Nigeria, Trends and Issues, in: E. G. Fagbamiye and D. O. Durosaro, eds., *Education and Productivity in Nigeria* (NAEAP) 51-67.
- Ezechukwu, I.R., Ihiegbulem, O.T., Nwaji, O.J., Ejimaji, E.U., Ojedapo, D.O., & Ukofia, I.B.F.(2020). *Research methodology: tools and techniques*. Cape Publishers International Ltd.

- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC Press
- Glass, G. (2013). Gates Foundation wastes more money pushing VAM. Downloaded January 14, 2013 from <http://ed2worlds.blogspot.com/2013/01/gates-foundation-wastes-more-money.html>. 845.
- Gupta, A., McDaniel, J. C., & Herath, S. K. (2005). Quality management in service firms: Sustaining structures of total quality service. *Managing Service Quality*, 15, 389-402.
- Koleoso, A. (2002). *Planning an effective educational programme for Nigerian schools in educational administration for Colleges of Education and Universities*. Owerri: Tony Ben Publishers.
- Kumara, W. D & Wijenayake, S. I. (2016). Gender differences in service quality: A case of higher educational lecturers in Sri Lanka. *Sri Lanka Journal of Marketing*, 2(2), 18-39.
- Leung, M., Chan, J. K. W. & Wang, Z. (2006). Impact of school facilities on working behaviour of teachers.
- Masha, G.I. (2002). *The psychology of learning*. Kano: FCE Press
- Medley, D.M & Shannon (2004). *Teacher competency testing and the teacher educator*. Charlottesville, VA: University of Virginia, School of Education Bureau of Educational Testing.
- Medley, D.M & Shannon (2004). The accuracy of principals' judgments of teacher performance. *Journal of Education Research*, 80(4), 242-247.
- Middlehurst, R., & Gordon, G. (2007). Leadership, quality and institution effectiveness. *Higher Education Quarterly*, 49 (3), 267-285.
- Mishra, R. C. (2008). *Educational research and development*. New Delhi: APH Publishing Corporation.
- Nworgu, B.G. (2015). *Educational research: basic issues and methodology*. Owerri Nigeria: Wisdom publishers Limited.
- Organisation for Economic Co-operation and Development (OECD, 2005). *Teachers matter: attracting, developing and retaining effective teachers*, OECD, Paris.
- Peretomode, V. F. (2008). *What is higher in higher education?* Benin-City: Justice Jecko press and publishers Ltd.
- Posselt, T., & Förstl, K. (2011). Success factors in new service development: a Literature Review
- Rice, J.K. (2004). *Teacher Quality: Understanding the effectiveness of teacher attributes*. Washington D.C: The Economic Policy Institute.
- Stiggins, R., & Duke, D. (1988). *The case for commitment to teacher growth: research on teacher evaluation*. Albany: SUNY Press.