Self-Efficacy and Media Resource Utilisation By Polytechnic Lecturers inNigeria

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Abstract
The study investigated self-efficacy and media resource utilisation of polytechnic lecturers in south-west, Nigeria. The survey research design was adopted for the study while a multistage sampling procedure was used to select a total of 711 respondents to constitute the sample size for the study. Findings from the study revealed a high level of self-efficacy of polytechnic lecturers in south west, Nigeria with mastery experience and physiological factors topping the list of factors that determine the level of self-efficacy possessed by the lecturers. Furthermore, the findings established that print and non-print resources are the most commonly available media resources to the polytechnic lecturers. The study established regular use of media resources by the polytechnic lecturers in South-west, Nigeria as it was found that the lecturers made use of media resources on regular basis and majorly for the purposes of preparing lecture notes, research and publications, obtaining general knowledge, paper presentation and writing papers and proposals. Findings from the study further revealed a positive significant relationship between self-efficacy and media resource utilisation by the polytechnic lecturers in the South-west, Nigeria. The study recommended that the polytechnics management and National Board of Technical Education (government agency) should put up a measure to check the self-efficacy of an individual even at the point of appointment and that polytechnic libraries and polytechnic librarians should make deliberate effort to provide adequate media resources for teaching and learning in their various institutions in order to facilitate increased utilisation.

Keywords: *Media resources utilisation, Polytechnic lecturers in South-west Nigeria, Self-Efficacy*

Introduction
Media resources are information bearing materials which can be regarded as essential part of educational process and stimulating tools in education, which facilitate teaching and learning. Haliso and Laja-Ademola (2013) asserted that, the quality of teaching, research and community service of lecturers coupled with their publications, depend on the quality of information sources and services used by them. They added that a lecturer's role in the working environment and in the world of scholarly communication depends on the quality of information available to and used by them. Information provided in most media resources is pivotal to achieving successful work performance and increased job productivity among lecturers. The importance of media resources to polytechnic lecturers cannot be over emphasised as there is need for them to access information sources from the different formats, ranging from the prints to electronic formats in which information is recorded and from which it is retrieved. These resources provide them with diverse information needed to help them improve in the areas of teaching and research.

Media resources include all kinds of materials which can be used to store and transmit information and they come in numerous formats, such as, print and non-print materials (Egunjobi, 2012). The print materials are paper based information materials such as textbooks, reference books, monograph and so on. The non-print materials are however, often referred to as audio-visual resources, a product of advanced technology, some of which require special equipment to operate (Adeoye and Popoola, 2011). Meanwhile, studies have revealed that media resources are not being integrated as classroom tools especially in developing countries. The extent of usage in some places not only varied but also not consistent. Some institutions experience inadequate media resources such as ICT equipment like desktops, projectors, video camera and so on (Ndiku, 2003, Omwenga and Rodrigues, 2006; Nyika, 2015). The importance of these media resources cannot be over-emphasised, it is opined that lecturers access to them would go a long way in exposing them to diverse information needed especially in the areas of teaching and research. They are tools that could be used to enhance teaching effectiveness, stimulate the lecturers` interest to work, and consequently stimulate the lecturers' overall productivity in tertiary institutions most especially for polytechnics. The polytechnic is an institution that helps in the quest for technological and economic growth. It is an institution of higher learning, providing manpower needs to advance education sector and national development. It is specifically charged with the primary responsibility of producing technical manpower needed for industrial growth in Nigeria. Polytechnic education places a strong emphasis on practical based learning and attachment of requisite skill acquisition in every facet of course delivery.

The role of lecturers in tertiary institutions such as polytechnics could be described as multifaceted as it is shown in teaching and learning, research activities, and performance of administrative roles in some cases. In any educational institution, the performance of the lecturers goes a long way in determining the degree of success or failure in the effort of the institution to achieving its goals, which include promoting learning and research, and also integrating morals in the life of the students. The lecturers are always under the great pressure to conduct research, publish scholarly articles, teach classes, advise their students and also serve in various committees. There is need for lecturers in polytechnics to embrace the full use of digital technologies and other media resources in the implementation of curriculum and their research activities. The immense value of digital literacy in this era cannot be under estimated since technology has become primary driver for productivity, growth and efficiency (Dickinson, 2007).

Self- efficacy is an essential part of learning which affects an individual's belief that it is possible to engage and complete a task. It is one of the factors that enhance human accomplishment, and also contribute to an individual's well-being in many ways. Bandura (1986) as cited in Mensah and Lebbacus, (2013) described self-efficacy as individuals' belief in his or her innate ability to achieve goals or successfully performed tasks. It is a personal judgement of how well one can execute courses of action required to deal with prospective situations. Therefore, the sense of capability possessed by a lecturer could influence his level of capability. Self-efficacy could affect productivity since many people try to learn and perform only those tasks that they believe they will be

able to perform successfully. Self-efficacy is therefore a belief that one has the power to produce competency (Lunenburg 2011; Olayiwola, 2011).

Several investigations on self-efficacy in academic settings have sought to find out how self-efficacy could predict performance. Hemmings (2015) noted that, self-efficacy revolves around the way academic staff see themselves as teachers, researchers, and academic citizens as well as their beliefs about whether they can successfully complete tasks in each of these areas while Velu and Nordin (2011) noted that an individual with low self-efficacy will be demoralised and as a result lead to ineffectiveness. Perceived self-efficacy as pointed out by Bandura (2006) has a major influence on an individual`s functioning in the environment, how such cope with challenges, self-development and adaptability to change. Self-efficacy beliefs are constructed from a number of different sources which are mastery experiences, vicarious experience, verbal or social persuasion and physiological effects. Mastery experience is identified as the most prominent source which a lecturer develops over time as he or she experience successes or failures and provides the most authentic feedback as regards an individual's capabilities. Past successes go a long way in creating a strong sense of efficacy for accomplishing similar mastery experience.

Vicarious experience is a situation in which levels of self-efficacy are either increased or reduced as a result of observing another person. This occurs as a result of viewing the successes and failures of others. The sense of the self-efficacy of a lecturer can be positively impacted by some other people who have experienced success especially, when they also share common characteristics such as age, gender and perceived similar abilities (Bryant, 2017). Verbal or social persuasion could be words of encouragement or moral support received from others about one's performance. Persuasion can influence a lecturer to put in more effort that will eventually enable such to become highly productive. Physiological effects are the fourth self-efficacy information source experienced by a person. Varoius physical and emotional states have effects on individual's beliefs about their capabilities. Hibbs (2012) opined that anxiety and stress lead to development of low self-efficacy, whereas, excitement and positive mood increases self-efficacy.

Lecturers with high self-efficacy are able to manage multiple demands of workload and able to adapt to knowledge shift, while those with low self-efficacy are not likely to cope. Lecturers with high self-efficacy feel comfortable approaching complicated tasks, while lecturers with low self-efficacy may become nervous. Also, Hassan, Alasmari and Ahmed (2015) stated that self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. It is a strong determinant of individual`s performance in all undertakings (Heslin and Klehe, 2006). Meanwhile, in this era of technology, there is need for lecturers in various higher institutions of learning to be more receptive and adaptive to new technology by incorporating it into their teaching and research activities. The effective use of technologies for accomplishing various tasks in academic environment is a practice that could require positive attitude and a strong sense of efficacy on the part of the lecturers. The lecturers` ability to use digital tools and resources is likely to be influenced by their beliefs. Their perception about their capacity

to work effectively using information and communication technology stands as a factor which determines their patterns of information usage especially in this twenty first century, an era that is characterised by serious technological advancement. Martins (2006) identified the 21st as digitally infused and an e-world that is permeated with effects and products of electronic technology. The use of digital technologies has taken over every facet of life as a result of the rapid growth in information and communication technology. Therefore, it is essential that polytechnic lecturers acquire digital literacy skill to assist them perform effectively in all their academic activities.

Digital literacy is a 21st century skill needed by educators to make difficult and challenging things enticing to learners in the process of learning. It has to do with having ability to access the internet, find, manage and edit digital information (Veizosa, 2008). There has been a shift from print to digital technologies and the revolution in information and communication technologies has created new types of textual surface hence, the need for digital literacy. The lecturers need to acquire these skills not only for themselves but to be confident and deliver lectures to students so that they can gain these digital literacy skills. Digital literacy is important for lecturers as it enables them to integrate technologies in teaching their students the context of the curriculum. It also affords them the opportunity of locating, accessing, evaluating, using various sources to help create needed information to their students, and also to ensure that the students are adequately trained and prepared to work in places where computers, internet and related technologies are used at all times.

Digital literate persons are viewed as being more flexible and adaptable (Ng, 2012) as well as capable of working more efficiently (Information and Communications Technology Council, 2010). The digital literate lecturers could positively impact to the students´ productivity, innovation and research development that will assist them to compete with their colleagues globally. However, digital literacy is not only the skill and ability to use technological tools, but also the possession of correlate knowledge regarding the norms and practices of appropriate usage (Buckingham, 2006; Gee, 2007; Hargittai, 2009). The 21st century skills revolve round the use of new technologies to communicate to students and also to perform other activities expected of a lecturer. It is reasonable that higher institutions of learning encourage the use of digital literacy for teaching and learning. Media resources are information carriers which are essentials part of instructional process and they can be utilised to facilitate teaching and learning process in order to improve teachers' presentation and enhance learners' performance (Egunjobi, 2012). It is, therefore important to note that, the achievement of any polytechnic's goal depends largely on the ability to employ, retain and maintain competent staff and lecturers' utilisation of the accessible media resources in boosting their performance. The lecturers need to pay attention to developing digital literacy skills and self-efficacy that could enhance their use of media resources in their day-to-day schedule of duties and activities. It is in the light of the foregoing that this study investigated the relationship between self-efficacy and media resource utilization by polytechnic lecturers in Nigeria.

Objectives of the study

The specific objectives of the study are to:

1. find out the level of self-efficacy of polytechnics lecturers in South-west, Nigeria
2. identify the types of media resources available to polytechnics lecturers in South-west, Nigeria;
3. examine the frequency of media resource utilisation by polytechnics lecturers in South-west, Nigeria;
4. find out the purposes of media resource utilisation by polytechnics lecturers in South-west, Nigeria; and
5. establish the relationship between self-efficacy and media resource utilisation of polytechnics lecturers in South-west, Nigeria

Research questions

The following questions were answered in the study:

1. What is the level of self-efficacy of polytechnics lecturers in South-west, Nigeria?
2. What types of media resources are available to polytechnics lecturers in South-west, Nigeria?
3. What is the frequency of media resource utilisation by polytechnics lecturers South-west, Nigeria?
4. For what purpose do polytechnics lecturers in South-west, Nigeria utilise media resources?
5. What type of relationship exists between self-efficacy and media resource utilisation of polytechnics lecturers in South-west, Nigeria?

Literature Review

Self-efficacy of lecturers in tertiary institutions

Self-efficacy is a psychological construct that has direct influence on impulsive behavior of an individual. Self-efficacy of lecturers has been described by various scholars in similar ways. It is the way that faculty members in higher institutions of learning see themselves as, academic members, teachers or researchers and also has to do with their beliefs in successful completion of their academic activities which are research teaching, and community services. The self-efficacy of lecturers is to reflect in the way they get prepared for their lectures, how they deliver lectures and the way they assess their students' retention of the lectures delivered to them (Hemmings and Kay, 2014).

Self-efficacy beliefs have influence on choices made by individuals, the goals they set and number of efforts they apply in carrying out particular tasks. It also determines the rate at which people can persevere at a task and the degree to which they are susceptible to depression (Iroegbu, 2015). A lecturer tends to avoid situations which he or she believed to exceed his or her abilities and choose to get involved in activities with which he or she feels capable. Kretner and Kinicky (2010) defined self-efficacy as a person's belief in his or her chance of successful accomplishment in a specific task, it is an individual belief on his or her ability to successfully perform a particular behaviour. Heslin and Klehe in Velu and Nordin (2011) noted that an individual with low self-efficacy becomes demoralised and this leads to low level of performance and ineffectiveness. Hence self-efficacy is described as a set of beliefs which determines the

way people, feel, think, and behaves. Every tertiary institution has a desire to achieving excellence in all areas of education, and would always want the realisation of their aims and goals. However, one of the main areas of concern of these tertiary institutions is the capacity of their workforce since the quality of an education system of a country is dependent on teachers.

The capacity of lecturers in tertiary institutions is measured majorly in three areas which are teaching, research and services (Tinuke, 2015). Velu and Nordin (2011) noted that the demands and challenges in tertiary institutions have become overwhelming to the extent that the lecturers now face difficulties in balancing their workload among teaching, research, and service. Hemmings and Kay (2009) viewed that lecturer in tertiary institutions which has a low morale for teaching, also have low commitment as they struggle to balance their spare time across their job scope. Therefore, the lecturers are to possess self-efficacy needed to effectively perform and be productive in the areas of teaching, research and service. Ng, Nicholas and Alan (2010) proposed that teachers' beliefs is central to efficacy in teaching.

Garcia (2015) maintained that employee's self-efficacy could be low, as a result of workload, which is a major source of employees' stress. Some tends to perceive themselves as not having the prerequisite skills and adequate knowledge with which their workload could be managed. Bandaru in Garcia (2015) asserted that education is positively related to employees' self-efficacy. With a reference to vicarious experience, education enables an employee to learn from more experienced colleagues in the profession and thus able to develop a higher sense of self-efficacy.

Within the general social cognitive theory, self-efficacy is a multi-dimensional construct which is usually used in reference to an individual's belief in his or her own capability to manage and implement actions by both task performances. Self-efficacy is influenced by both internal and external drivers. There are four main sources of self-efficacy which are: mastery experience, vicarious experience, verbal persuasion and physiological factors or affective states. Studies have revealed that mastery experiences are vital to institutions and it appears to be the most common source of self-efficacy especially in teaching areas.

Bandura in Dibapile (2012) stated that mastery experience enables teachers to have confidence in their work. When a teacher or lecturer sees himself progressing in teaching, his or her efficacy beliefs also increase and this further enhances success in teaching accomplishments. Hemmings (2015) in his study, strengthening the teaching self-efficacy of early carrier academics found that many of his participants recounted how their previous experiences had provided them the confidence to teach in university context. They emphasised that their confidence was generated from their expertise. This implies that mastery experience gained from a particular task helps in building self-efficacy. On the other hand, failure to completing a task could weaken self-efficacy. Ireogbu (2015) also stressed that, the central idea posed in social cognive theory, focus on the fact that success experiences raise self-efficacy while self-efficacy is lowered at the face of repeated failures. An individual, who exhibits a higher level of self-efficacy would likely make greater efforts and which would eventually lead to a higher level of productivity.

Shaertian and Soetjipto (2011) noted that self-efficacy influences the efforts put in task and ones level of persistence and interest. An employee with higher task effort, increased persistence and

Melby (2001) in Dibapile (2012) remarked that teacher efficacy is sometimes considered as a predicator of teaching effectiveness. Ng, Nicholas and Alan (2010) submitted that teachers' beliefs are the ideas that influence how the teachers understand or conceptualize teaching. Ng, Nicholas and Alan (2010) observed that personal teaching efficacy affects the growth of beliefs about being a good teacher. Therefore, lecturer self-efficacy could as well influence lecturers to be effective and also influence their ability to manage difficult students. Lecturers with teaching efficacy can make use of different means in assisting students to learn. EL Daou (2016) asserted that teachers with strong self-efficacy beliefs are likely to be more satisfied with their job and the usage of technology. Teacher self-efficacy enhances teacher effectiveness and enhances productivity.

Furthermore, the four sources of information are identified as having influence on lecturers' self-efficacy. According to Bandura (1995) in Dibapile (2012), mastery experience assists lecturers to develop confidence in their teaching task, their self-efficacy beliefs increase when they see themselves making progress in teaching tasks, and they also increase in teaching accomplishments. Vicarious experience also strengthens efficacy beliefs of lecturers through the means of social models. An individual that sees others succeeding in performing tasks, through persistence would also get encouraged to have a sense of control over similar tasks. Verbal persuasion can also strengthen teachers' beliefs in respect to being successful. It is about the feedback that a teacher receives from others such as colleagues, parents' administrations and society. Individuals who are convinced of their abilities to control a given task may exhibit more effort and persist longer, even at the face of challenges instead of concentrating on failures. Emotional and psychological arousal also impairs or enhances self-efficacy beliefs and influences performance. Teachers' moods and emotions have effects on how individuals evaluate their personal efficacy. A positive mood supports self-efficacy and reduces dejection. Anxiety, stress and depression have negative effects on teachers' self-efficacy and could also result in low self-efficacy.
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Media resource utilisation involves the application of various available media to facilitate teaching, learning and research processes. Media resources comprise of print media resources, non-print media resources and electronic media resources. The print media resources comprise of textbooks, encylopaedia, newspapers, journals, magazines, rile records, bulletins, newsletters, directories and so on. These print media are utilized in all disciplines and they contain needed and useful information for classroom instructions. The non-print media include real objects (realia) charts, models, illustration and drawings, photographs among others. The real objects are used for instruction delivery they are objects without any form of alteration. The realia can be handled, studies and manipulated, examples include animals, plants and so on. They can be used for the purpose of teaching and learning in the various subject areas such as, science, art, social sciences. The real objects are mostly applied in practical classroom teaching.

Models are also part of non-print media resources which are produced as an alternative to the real objects. They substitute for the study of real objects. The models are also referred to as 3 dimensional objects which can be used to explain the role of the original objects in a classroom teaching process. Models could be operated with the use of batteries so as to enable them exhibit motion and sound. The various parts of model can be separated and arranged learners' close observation. Models could be used in field of sciences and technologies.

Charts as non-print media resources are used for instructional delivery. They are used to summarize information and also to present abstract materials in concrete forms. Chars are used to present major idea or concept to the students. Charts are to be of larger sizes, that every student will see in the classroom (Egunjobi, 2012). The photographs are part of still pictures employed in the classroom to teach topics on various discipline. They can be found in various textbooks, newspapers and magazines. They could also be taken through the use of camera or downloaded on the internet. The photographs and other still pictures are useful for the purpose of teaching and learning on the field of sciences and technologies which are found in polytechnics and other tertiary institutions. Illustrations and drawings are essential media resources meant to facilitate teaching and learning in institutions of higher learning, as they are sued to explain various concepts. They are abundantly available in textbooks and magazines. Maps are non-print media used in the field of Geography related disciplines.

Some studies have investigated investigated the extent of media resource utilization, teaching and learning (Olaojo, 2013, Omodara and Adu, 2014 and Right and Makewa, 2016) in different institution of learning. Media resource utilisation enables adequate impartation of knowledge and also improves retention. It enables the student in development of communication skill and enhances students' participation in teaching (Natoli, 2011). The responsibility of lecturers entails that they utilise various media resources to update their research publications, paper presentation at any conferences and workshops. In line with this fact, Aliso and Laja-Ademola (2013) affirmed that scholarly, students and faculty members actively seek current information from various media resources available in libraries. This includes encyclopedias, journals and more currently electronic media. Although, the print media resources have remained the predominant information storage and communication medium, the non-print and electronic media have also constituted a certain percentage of media resources utilised by lecturers and students. Waters (2014) in her study found that many media resource users still had preference for print media over electronic resources.

The study by Gupta and Kumar (2016) found that faculty members and students utilise different types of print media resources and e-resources to satisfy their information needs. It was further reported that a significant percentage 47 (94%) of respondents use books (a type of media resources). Other media resources used by the respondents were dictionary, journal and their electronic versions. Agboola (2010) observed that many lecturers search for information on the internet, and they also utilise updated textbooks in their various field of studies for the purpose of teaching and some use them for research. Provision of all kinds of media resources in institutions library could go a long way in encouraging

adequate utilisation among the academic staff. Ukpebor (2011) viewed that updating lecturers knowledge in their various field of discipline would require internet services. In same view, Jegede, Towolawi and Monu, (2011) in their study, which was conducted at Michael Okedola College of Primary Education, Lagos State, Nigeria, the academic staff of the institution affirmed that, internet make their research work easier.

Ugwoke and Asogwa (2015) investigated information needs of lecturers in the University of Nigeria. Their study revealed that lecturers consulted some of the media resources in the following order; journals and periodicals (3.53), updated textbooks (3.53), online databases (3.50), internet websites (3.27) and reference works (3.00). The least consulted was CD-ROM (2.07). This is an indication that the lecturers make effective utilisation of virtually all the available media resources especially the print resources. Media resources have become increasingly significant and powerful force in academic environment and there is no limitation to types of media resources that can be put into use for the purpose of teaching and learning. As a matter of fact, researchers could combine media of various kinds to enhance teaching and learning, since no model of teaching is designed to accomplish all types of learning.

Ashaver and Igyuve (2013) studied the use of audio and visual materials in the teaching and learning in colleges of education, Benue State. It was discovered that the collection of audio-visual resources in the college library was not in good-state to encourage utilisation. Although, there were few of these audio-visual resources in the college laboratories and media centres, but they were not effectively put to use. The result revealed that the highest percentage 51% rarely use audio-visual, while 26% had never used them. Other media resources like magazines/newspaper cut out, pictures were often utilised. This clearly shows that many of the media resources are not often utilised for teaching and learning in the institutions. The quality of teaching, research and publication done by lecturers depend to a large extent on the quality of media resources at their disposal. If the lecturers failed to utilise media resources to support their academic activities, their academic productivity may be negatively affected. Despite the proliferation of electronic media resources, there were indications that many students and lecturers still utilise printed media resources. MacColl (2010) stated that print materials were still in use due to their portability value and ease of accessibility and use. Mohammed (2015) also opined that print media resources still have positive impacts on library users because they have the standard and systematic approach to locating information established over the years.

According to Ezema (2016) electronic information resources are collections of information in electronic or digital format that are accessed on an electronic device, such as a mobile phone, computer and so on. These resources are published in electronic versions, examples include encyclopedias, e-books, e-journals and databases (e.g. EBSCOHOST, AGORA, HINARI, JSTOR etc) etc. Electronic information resources are also accessed through the internet. They have become necessary tools for research among the academic staff, and they have enabled academic staff to improve on their research output (Bamigboye, Odunlade, Agboola and Emmanuel, (2018). The emergence of electronic resources has improved access to valuable information resources which were

initially difficult to access by scholars in developing nations (Isah, 2010). In a study conducted by Egberongbe (2011) where the use of electronic resources by academic staff in the University of Lagos, Nigeria was surveyed, it was found that more than 90% of the respondents used electronic resources in carrying out research in their various disciplines.

In a study conducted by Bamigboye *et al*, (2018) on electronic resources as panacea for research output of academic staff in a Nigerian University, the findings of the study revealed that electronic resources were frequently utilised by majority of the respondents (92.5%) and they majorly utilise them for research purposes, followed by teaching, note forming and assignment. Nwaogu and Ifijeh (2014) submitted that one of the most frequently used electronic resources is the electronic journals. The electronic journal is of great benefits to researchers due to its timely availability and easy accessibility. Naviyotu (2011) identified that access to e-journal enables libraries and their users to overcome problems of missing issues and delay in receiving the issues. Salau and Gama (2015) viewed electronic journals as the most sought after by academics among other electronic information resources. The study carried out by Agyekum and Ossom (2015) on the awareness and importance of electronic journal usage by lecturers in Kumasi Polytechnic, Ghana revealed that about 47.2% of the respondents use e-journal for research work, while other respondents use it for preparing lecture notes, keeping updates and further purposes.

In the study conducted by Aladeniyi (2017) on "the use of e-journals by academic staff of Rufus Giwa Polytechnic, Ondo State, Nigeria, was revealed that all the academic staff 191 (100%) use e-journals, majority of the respondents 95(50%) use e-journals occasionally and the respondents use e-journals for research purpose. E-journals are clearly shown to be a good source of information, and valuable research tool, for academic staff. Ani (2013) stated that ICTs and electronic resources are information sources that have dominated the modern electronic information environment. Observably, they enable users to have faster means of accessing information than the conventional print resources. Access to electronic information resources enables lecturers to be able to compete with other in the international research arena. Electronic media resources are perceived to have impact on productivity among lecturers. Bamigboye *et al.,* (2018) submitted that e-resources are being accessed by individuals for their research interests. The academic staff takes the advantage of electronic resources to improve their research output by accessing information on the internet and other databases. The e-resources have become invaluable research tools which hassled to major breakthrough in academic research in Nigeria.

Internet is a major electronic media resources which has become a powerful tool for instant information accessibility. Since the emergence of internet network, it has stand has the most extensively utilized source of information within the reach of every scholar and researcher. The emergence of internet has enabled the academics to modernize and improve the process of teaching, learning and research. The internet is being used at all fields of human endeavour and it is also being utilized to enhance educational programmes in higher institutions of learning such as universities, polytechnics and colleges of education. Fasae and Aladeniyi (2012) submitted that internet serves as a

good source of right information and offers solution to problems in academic environment hence, it's acceptance as an educational tool. Internet is used by teachers, students and various researchers for the purpose of teaching, studying and research activities.

In the study conducted by Bolarinwa, Aladeniyi, Ayodele and Arikawe (2014), on internet use by academic staff, it was revealed that majority of their respondents use the internet and those that use it daily ranked highest (53.1%). In addition, the number of those who use the internet for e-mails ranked highest with a total of (69.1%). The study conducted by Ogunrewo and Odusina (2010) identified the ease of downloading related information materials for teaching and research as the major reason for internet surfing by the academic staff members. The same study revealed that internet has contributed to high level of performance among the academic staff in their university. A study conducted by Shelton (2011) on the use of ICT facilities by academic staff in the United Kingdom universities revealed that significant percentage (87%) of the respondents use ICTs and electronic resources for their academic and research activities.

Electronic resources are those resources in which information is stored electronically and they can be accessed through electronic systems and networks. They are referred to as electronic information stored both offline and online. The use of electronic resources enhances ease of access to needed information and also promote efficient dissemination of information for the purpose of research (Thanuskodi, 2012). Access to electronic information can be done remotely by lecturers in their various offices or homes without necessarily visiting the library building. The e-resources are more easily up-dated than the print resources. Some electronic resources are basically accessible on the internet hence, they are referenced to as internet resources. Ani (2013) stated tow classifications of internet resources which are freely available web-based resources and scholarly web-based resources such as electronic journals. He recognized electronic journals, electronic books and online data as e-resources that has led to a number of innovations in research process. Kumar and Ansari (2012) also noted a new paradigm brought by e-journals, to research in universities.

Online databases are also part of media resources. They are significant to research in tertiary institutions. The online databases are collections of e-journals and e-books. Through the databases, the lectures are provided unlimited access to the e-resources. The contents found in the different databases vary form one field of knowledge to the other. The examples of databases include; EBSCHO HOST, MEDLINE, Science Direct, AGORA to mention but a few. A study by Atakan Atilgan, Bayeram and Artantekin (2008) examined the level of awareness and use of digital library resources by academics in Ankara University, Ankara, Turkey. The result revealed that significant number of the academic staff were aware of available digital library resources and they used in their research activities. Databases like Science Direct and EBSCOHOST were found to be the most utilized electronic databases. The survey also revealed that 55.2% of the academic staff frequently utilized the electronic databases, 33.6% used the databases occasionally, while 11.2% did not use the resources for their research.

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Many studies have revealed that despite the challenges facing higher education in Nigeria, electronic resources have become assets to the members of academic community, helping them in performing their academic activities and promoting teaching and learning (Aregbesola and Oguntayo, 2014; Okiki, 2012). Electronic resources are important research tools which are available to complement the print-based resources. Information and communication technology (ICT) refers to the modern tool through which electronic information resources are accessed. The ICT provides wider access to all sorts of electronic information, needed to improve the research activities of lecturers in tertiary institutions. The components of ICT are computers, and the internet which also include CD-ROMS and digital networks. Computers have remained a valuable tool that enhances access to and utilization of e-resources. Egberongbe (2011) viewed that development of ICT has tremendously affected the rate at which vast information is being accessed and utilized by university lecturers in Nigeria. To buttress this fact, Egberongbe (2011) conducted a survey on the use of electronic resources by academic staff at University of Lagos, Nigeria. The study revealed that, (90.6%) of the respondents accessed and use electronic journals, (53.6%) WWW (World Wide Web) (28.6%) e-books and (17.86%) online databases among others. ScienceDirect was majorly utilized by the respondents (53.7%) which was followed by EBSCOHOST (28.6%) and AGORA (21.43%). It was recommended that staff training should be a major tool to promote optimal utilization of electronic resources. Khan and Dominic (2012) noted that ICT use increases daily as it is more informative time saving and not expensive.

Research Methodology
The descriptive research design was adopted for this study. The population of this study comprised all lecturers and the HND II students in all state-owned polytechnics in South-west, Nigeria. The total population of lecturers in the state-owned polytechnics in the South-west, Nigeria was 2751 while the total population of the HND II students was 14,504 as at the time when the study was carried out. Table 3.1 shows the distribution of the lecturers and the students across the state-owned polytechnics in the South-west, Nigeria. The sample for the study constitutes 711 students selected through a multi-stage sampling procedure which involves the use of purposive and total enumeration methods. The purposive sampling technique was used in selecting oldest polytechnic from each of the state in south-west, Nigeria viz: Lagos State Polytechnic, Lagos State, The Polytechnic Ibadan, Oyo State, Rufus Giwa Polytechnic, Owo, Ondo State, Osun State Polytechnic, Iree, Osun State and Moshood Abiola Polytechnic, Abeokuta, and also three out of the commonly available schools/faculties in the polytechnics chosen for this study which are schools of Engineering, Sciences and Environmental Studies while total enumeration method was used to select the students.

The research instruments for this study were a structured questionnaire tagged ''Self Efficacy and Media Resource Utilisation Polytechnic Lecturers Questionnaire'' (SEMRUQ) which consists of three sections (A-C) and ''Students' Assessment of Lecturers' Teaching Effectiveness Questionnaire (SALTEQ). Section A is on demographic variables of the respondents such as the institution, school, age, gender, academic qualification, and rank. Section B is tagged Self-efficacy Scale for Polytechnic lecturers (SESPL). It contains twenty items to elicit information on Polytechnic lecturers'

general self-efficacy measured with a modified 4-point likert scale of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1, and was adapted from Schwarzer and Jerusalem (1995) with initial reliability co-efficient of 0.71. Section C is focused on Media Resource Utilisation by Polytechnic Lecturers (MRUPL). Five main items were developed to identify the types of print and non-print media resources that are available and accessible to polytechnic lecturers. It was also designed to elicit data on purpose and frequency of usage of media resources by polytechnic lecturers. The second instrument is given to students. It consists of two sections, Sections A and B. Section A is made up of background information of the students, such as gender, course code, title while Section B contains twenty-six lesson features. It was a standardised questionnaire (Adopted from Excellence in Teaching and Learning (CETL), University of Ibadan). The two types of questionnaire were given to the supervisor and experts in librarianship, media technology and information fields for their inputs on the adequacy and appropriateness of the items in the instruments. The two types of the questionnaire were also trial-tested on 30 lecturers and 30 students respectively of Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State which was not part of the polytechnics used for the main study to determine their reliability coefficients. The data obtained were analysed using Cronbach Alpha Coefficient are; Self-Efficacy (α=079) and Media Resource Utilisation (α =0.95). The reliability coefficient of the questionnaire given to students on Lecturers' Teaching Effectiveness (α =0.87). Data collected for research questions 1 to 4 were analysed using descriptive statistics such as frequency counts, percentages, means and standard deviations while Pearson's Product Moment Correlation was used to test hypotheses 5. The hypothesis was tested at 0.05 level significance.

Interpretation of Data and Discussion of Findings
The data that was collected for the study were analysed, interpreted and discussed with a view to answer the research questions.

Table 2: Demographic Distributions of Respondents

Variables	Frequency	Percentage
Gender		
Male	481	67.6
Female	230	32.4
Total	711	100.0
Age		
25-34	147	20.6
25-44	370	52.1
45-54	150	21.1
55 and above	44	6.1
Total	711	100.0
Highest Academic Qualification		
Ph.D.	68	9.6
Master's Degree	362	50.9
Bachelor's Degree	117	16.5
PGD	82	11.5
HND	82	11.5
Total	711	100.0
Rank		
Chief Lecturer	17	2.4
Principal Lecturer	42	5.9
Senior Lecturer	144	20.2
Lecturer I	101	14.3
Lecturer II	109	15.4
Lecturer III	95	13.3
Assistant Lecturer	79	11.1
Higher Instructor	124	17.4
Total	711	100.0

Table 2 reveals that the majority of the students 481 (67%) were lecturers while 230 (32.4%) were females. Also, most of the respondents were within the age ranges of 25-54 (73.2%) and had Master's degree 362 (50.9%) which implies that most of the polytechnic lecturers are highly educated. Majority of the respondents surveyed were lecturers in the senior categories ranging from Lecturer II to Chief Lecturer with response rate of 413 (58.2%).

Research question 1: What is the level of self-efficacy **of** polytechnic lecturers in South-West, Nigeria

Table 2: Self-efficacy level of polytechnic lecturers in the South-west, Nigeria

S/N	Statements	SA	A	D	SD	Mean	STD.D	Decision
Mastery Experiences								
1	Repeated teaching tasks such as delivery of tutorial has helped in building up my confidence	340 47.9%	309 43.5%	56 7.9%	15 0.7%	3.39	0.66	Agree
2	I feel very confident in using technology and this affect my teaching abilities	297 41.8%	345 48.6%	50 7.0%	18 2.6%	3.30	0.71	Agree
3	I am comfortable with classroom environment, as I have spent a lot of time in classroom, so I know I can do things well in that environment	222 31.2%	374 52.6%	76 10.7%	39 5.5%	3.10	0.79	Agree
4	Using technologies could pose problem in lecture rooms. I don't have the skills and confidence to troubleshoot	42 5.9%	148 0.9%	253 35.7%	267 37.5%	3.05	0.91	Agree
5	I am not confident in practical class, especially when I am asked to teach a subject l am weak on	77 10.8%	203 28.6%	242 34.1%	189 26.6%	2.77	0.96	Agree
Weighted mean = 3.12								Agree
Vicarious Experience								
6	Having mentors who listen intently and provide me with informed advice has helped to build my confidence in teaching and research tasks	298 41.9%	358 50.4%	40 5.7%	14 2.0%	3.32	0.67	Agree
7	I have frequently noticed other colleagues skills and behaviour and I have effectively used them	75 10.5%	454 63.8%	127 17.9%	56 7.9%	2.77	0.74	Agree
8	I never tried to imitate a respected lecturer's style of teaching	78 11.0%	193 27.1%	355 50.0%	85 11.9%	2.63	0.83	Agree
9	1 rarely observe my colleagues performing their	59 8.3%	226 31.8%	377 53.1%	48 6.8%	2.58	0.74	Agree

	academic tasks							
10	On several occasions, 1 have to adapt my lecturing style from colleagues	46 6.5%	269 37.8%	255 35.9%	141 19.8%	2.31	0.86	Disagree
Weighted mean = 2.72								Agree
	Verbal Persuasion							
11	I have often received positive comments from colleagues whom I trust and respect	334 47.0%	348 49.0%	23 3.3%	5 0.7%	3.43	0.59	Agree
12	I have people I can rely on who express confidence in me as a lecturer	277 38.9%	407 57.2%	18 2.6%	8 1.1%	3.36	0.59	Agree
13	My students often provide me with positive, constructive feedback which is useful to me	353 49.7%	284 39.9%	33 4.6%	42 5.9%	3.33	0.82	Agree
14	I have heard of, but not been direct recipient of negative comment made about my lecturing ability	72 10.2%	325 45.7%	197 27.7%	117 16.4%	2.50	0.89	Agree
15	A trusted and respected colleague has criticized my lecturing techniques and abilities	66 9.3%	178 25.1%	338 47.6%	129 18.1%	2.26	0.86	Disagree
Weighted mean = 2.98								Agree
	Physiological Factors							
16	In my relationship with students and colleagues, I have often had a feeling of well being	415 58.4%	287 40.3%	9 1.3%	- -	3.57	0.52	Strongly Agree
17	I am quite a confident lecturer and this stems from the positive feedback I have gained from my students	326 46.0%	348 49.0%	33 4.6%	3 0.4%	3.41	0.60	Agree
18	I sometimes feel nervous whenever 1 am meeting students for the first time, as a level of relationship has not been established	35 5.0%	124 17.4%	359 50.5%	192 27.0%	3.00	0.80	Agree
19	I try to talk and explain my stress in order to get	65 9.2%	494 69.5%	129 18.2%	22 3.1%	2.85	0.61	Agree

	feedback from my colleagues							
20	I sometimes experience physical symptoms of anxiety in performing my academic tasks	54 7.6%	231 32.5%	203 28.5%	223 31.4%	2.84	0.96	Agree
Weighted mean = 3.13								Agree
Overall Weighted Mean = 2.99								

Table 2 presents results on the level of self-efficacy possessed by the respondents. This was considered under four indicators viz: Mastery Experiences, Vicarious experience, Verbal Persuasion and Physiological Factors. The mastery experiences findings show that majority of the respondents indicated that repeated teaching tasks such as delivery of tutorial has helped in building up their confidence (Mean = 3.39) while few respondents indicated that they were not confident in practical class (mean = 2.77). Since the weighted mean of 3.12 is greater than the criterion mean of 2.50 set as benchmark for high level of mastery experience, it could be inferred from this finding that majority of the polytechnic lecturers in South-west, Nigeria possessed high level of mastery experiences.

On the possession of vicarious experience, the respondents affirmed the possession of vicarious experience (Mean = 3.39). The results further revealed that majority of the respondents indicated that they were able to build confidence in teaching research tasks due to having mentors who listened intently and provided informed advice (mean = 3.32) topped the list of items for vicarious experience possession by the polytechnic lecturers while adapting lecturing style from colleagues (mean = 2.31) was ranked least. Another significant number of the respondents also indicated that they frequently noticed other colleagues' skills and have effectively used them (mean = 2.77). Others indicated that they never tried to imitate a respected lecturer's style of teaching (mean 2.63) and rarely observed colleagues performing their academic tasks (mean 2.58). The level of vicarious experience of the polytechnic lecturers was found to be high since the weighted mean of 2.72 was found to be higher than the criterion mean of 2.50. The respondents were also asked about their level of possession of verbal persuasion in relation to their self-efficacy. Majority of the respondents indicated they often received positive comments from colleagues whom they trusted and respected (mean = 3.43) as well as people who could be relied on who expressed confidence in them as a lecturer (mean = 3.36). The level of verbal persuasion of the polytechnic lecturers was found to be high since the weighted mean of 2.98 was greater than the criterion mean of 2.50 set.

The result on the physiological factors in relation to self-efficacy of the respondents reviewed that most of ranked having a feeling of well-being in their relationship with students and colleagues (mean = 3.57) as highest among the psychological factors determining their self-efficacy level and ranked experiencing physical symptoms of anxiety in performing academic tasks (mean = 2.84) least. Overall, the of physiological factors of the lecturers was found to be high since the weighted mean of 3.13 was greater than the criterion mean of 2.50 set for high level of physiological factors. Overall, the

result established a high level of self-efficacy of polytechnic lecturers in south west, Nigeria with an overall weighted mean of 2.99 which is higher than the criterion mean of 2.50.

Research question 2: What types of media resources are available to polytechnic lecturers in the South-west, Nigeria?

Table 2: Media resources available to polytechnic lecturers

S/N	Statements	HA	A	FA	NA	Mean	STD.D	Decision
Print Resources								
A	Textbooks	445 62.6%	218 30.6%	44 6.2%	5 0.7%	3.55	0.64	Highly Available
B	Encyclopedias and Dictionary	387 54.4%	262 36.8%	48 6.8%	14 2.0%	3.44	0.71	Available
C	Journals	358 50.3%	238 33.5%	101 14.15	15 2.1%	3.32	0.79	Available
D	Newspapers	349 49.1%	250 35.1%	90 12.7%	22 3.1%	3.30	0.81	Available
E	Newsletters	323 45.5%	167 37.6%	70 9.9%	50 7.0%	3.22	0.89	
F	Book of Abstract	303 42.6%	272 38.2%	121 17.0%	16 2.2%	3.21	0.80	Available
G	Conference proceedings	247 34.8%	350 49.2%	100 14.0%	14 2.0%	3.17	0.74	Available
H	Bulletins	278 39.1%	280 39.4%	141 19.9%	11 1.6%	3.16	0.79	Available
I	Posters	283 39.8%	252 35.5%	139 19.5%	37 5.2%	3.10	0.89	Available
J	Theses and Dissertations	206 29.0%	281 39.5%	193 27.2%	30 4.2%	2.93	0.85	Available
Overall Weighted Mean = 3.24								Available
Non print resources								
A	Illustrations and Drawings	279 39.2%	274 38.5%	124 17.4%	35 4.9%	3.12	0.87	Available
B	Realia (real objects)	282 39.6%	223 31.35	157 22.1%	49 6.9%	3.04	0.95	Available
C	Charts	261 36.7%	256 36.0%	158 22.25	36 5.1%	3.04	0.89	Available
D	Pictures	282 39.6%	226 31.8%	142 20.0%	60 8.5%	3.03	0.967	Available
E	Maps	249 35.0%	250 35.2%	179 25.2%	33 4.7%	3.01	0.89	Available
F	Models	147 20.7%	353 49.7%	164 23.1%	46 6.5%	2.85	0.82	Available
G	Posters	131 18.4%	382 53.7%	150 21.1%	49 6.9%	2.84	0.80	Available
Overall Weighted Mean = 2.99								Available
Electronic media resources								
A	Computer	431 60.6%	210 29.5%	61 8.6%	9 1.3%	3.49	0.71	Highly Available
B	Printers	392 55.1%	233 32.75	66 9.3%	21 2.9%	3.40	0.78	Available

C	Laptops	385 54.2%	237 33.4%	65 9.1%	23 3.3%	3.39	0.79	Available
D	Notebooks	345 48.5%	235 33.0%	79 11.1%	53 7.5%	3.22	0.92	Available
E	Multimedia projector	285 40.1%	274 38.6%	128 18.05	23 3.3%	3.16	0.83	Available
F	Scanner	291 40.9%	270 38.0%	101 14.2%	49 6.9%	3.13	0.90	Available
G	Internet	309 43.4%	228 32.0%	119 16.7%	56 7.9%	3.11	0.95	Available
H	Electronic mail	277 38.9%	234 32.9%	130 18.3%	70 9.8%	3.01	0.98	Available
I	E-books	272 38.2%	238 33.5%	134 18.8%	68 9.6%	3.00	0.98	Available
J	E-journals	250 35.2%	247 34.7%	137 19.2%	77 10.9%	2.94	0.99	Available
K	Radio	260 36.5%	231 32.5%	137 19.2%	84 11.8%	2.94	1.01	Available
L	Digital camera	271 38.1%	215 30.2%	137 19.3%	88 12.4%	2.94	1.03	Available
M	CD ROMS	232 32.7%	256 36.0%	139 19.6%	84 11.8%	2.90	0.99	Available
N	Television	210 29.5%	281 39.5%	162 22.8%	59 8.3%	2.90	0.92	Available
O	Online Public Access Catalogue (OPAC)	256 36.0%	197 27.7%	160 22.5%	97 13.7%	2.86	1.06	Available
P	Audio cassette	246 34.6%	188 26.4%	150 21.1%	128 18.0%	2.78	1.11	Available
Q	Ipads	173 24.4%	268 37.65	146 20.6%	124 17.4%	2.69	1.03	Available
R	Teleconferencing	92 13.0%	194 27.3%	239 33.6%	186 26.1%	2.27	0.99	Fairly Available
S	Video cassette	57 8.0%	204 28.7%	290 40.8%	160 22.5%	2.22	0.89	Fairly Available
Overall Weighted Mean = 2.97								
Databases								
A	Science Direct	232 32.6%	154 21.6%	167 23.5%	159 22.3%	2.65	1.15	Available
B	EBSCOHOST	232 32.6%	131 18.4%	182 25.6%	166 23.3%	2.60	1.17	Available
C	AGORA	39 5.5%	162 22.8%	331 46.6%	179 25.2%	2.09	0.83	Fairly Available
Overall Weighted Mean = 2.45								
Grand weighted mean = 2.91								

Table 2 presents results of the responses of the respondents on the types of media resources available to them. The rating is as follows: Printed resources is ranked highest by the mean scores rating of (3.24), followed by Non print resources with mean score of (2.99) and electronic media resources with mean score of (2.97). Databases with mean score of (2.45) is ranked lowest. Overall, the results revealed availability of media resources to the respondents since the overall weighted mean of 2.91 is higher than the criterion mean of 2.50 set as benchmark for availability of media resources. This implies

that media resources were available to polytechnic lecturers in the South-west, Nigeria. The results further revealed printed resources (3.24) and non-print resources (2.99) as topping the list of media resources available to the lecturers surveyed. This implies that majority of the media resources available to the respondents are print and non-print resources.

Research question 3: What is the frequency of media resources utilisation by polytechnic lecturers in the South-west, Nigeria?

Table 3: Frequency of media resources utilisation by polytechnic lecturers

S/N	Statements	Daily	Weekly	Fortnightly	Never	Mean	STD.D
Print Resources							
A	Textbooks	452 63.6%	144 20.25	101 14.2%	14 2.0%	3.45	0.81
B	Journals	284 39.9%	236 33.2%	149 20.9%	43 6.1%	3.07	0.92
C	Encyclopedias and Dictionary	269 37.8%	250 35.1%	125 17.6%	68 9.5%	3.01	0.97
D	Newsletters	287 40.3%	215 30.3%	109 15.3%	100 14.1%	2.97	1.06
E	Newspapers	311 43.8%	167 23.5%	102 14.4%	130 18.3%	2.93	1.15
F	Book of Abstract	212 29.75	240 33.8%	186 26.1%	74 10.4%	2.83	0.97
G	Conference proceedings	196 27.5%	234 32.85	207 29.1%	75 10.6%	2.77	0.97
H	Theses and Dissertations	134 18.8%	281 39.5%	218 30.6%	79 11.1%	2.66	0.91
I	Posters	205 28.9%	188 26.5%	165 23.2%	152 21.4%	2.63	1.11
J	Bulletins	154 21.6%	231 32.45	215 30.2%	112 15.8%	2.60	1.00
Overall Weighted Mean = 2.89							
Non print resources							
A	Illustrations and Drawings	313 44.0%	205 28.8%	131 18.4%	63 8.8%	3.08	0.99
B	Charts	287 40.4%	167 23.5%	188 26.4%	69 9.7%	2.95	1.03
C	Pictures	263 37.0%	189 26.55	144 20.25	117 16.4%	2.84	1.10
D	Realia (real objects)	297 41.8%	143 20.05	124 17.5%	147 20.7%	2.83	1.18
E	Maps	251 35.3%	167 23.5%	187 26.25	107 15.0%	2.79	1.08
F	Models	94 13.2%	343 48.3%	171 24.0%	103 14.5%	2.60	0.89
G	Posters	190 26.7%	149 21.0%	159 22.4%	213 29.9%	2.45	1.18
Overall Weighted Mean = 2.79							
Electronic media resources							
A	Internet	427 60.1%	182 25.6%	54 7.6%	48 6.7%	3.39	0.89

B	Laptops	397 55.9%	193 27.1%	63 9.7%	51 7.2%	3.32	0.92
C	E-books	369 51.9%	230 32.3%	68 9.6%	44 6.2%	3.30	0.88
D	Computer	370 52.0%	218 30.6%	78 11.0%	45 6.3%	3.28	0.90
E	Printers	357 50.2%	228 32.0%	82 11.6%	43 6.1%	3.26	0.89
F	Electronic mail	363 51.1%	185 26.0%	87 12.2%	75 10.6%	3.18	1.02
G	E-journals	316 44.5%	216 30.5%	100 14.1%	77 10.9%	3.09	1.01
H	Photocopiers	328 46.2%	197 27.7%	96 13.5%	90 12.6%	3.07	1.05
I	Notebooks	299 42.1%	236 33.25	103 14.45	73 10.3%	3.07	0.99
J	Scanner	235 33.1%	240 33.8%	144 20.2%	92 12.9%	2.87	1.02
K	Radio	254 35.7%	179 25.2%	132 18.5%	146 20.6%	2.76	1.15
L	Digital camera	196 27.5%	267 37.5%	134 18.8%	115 16.2%	2.76	1.03
M	CD ROMS	160 22.5%	314 44.1%	130 18.4%	106 14.9%	2.74	0.97
N	Television	239 33.6%	202 28.4%	118 16.6%	152 21.4%	2.74	1.14
O	Multimedia projector	147 20.7%	311 43.75	164 23.0%	90 12.6%	2.72	0.93
P	Ipads	194 27.3%	256 36.0%	113 15.9%	148 20.8%	2.70	1.08
Q	Online Public Access Catalogue (OPAC)	152 21.4%	312 43.9%	112 15.7%	135 19.0%	2.68	1.01
R	Audio cassette	192 27.0%	211 29.7%	129 18.2%	178 25.1%	2.59	1.14
S	Video cassette	187 26.3%	167 23.5%	161 22.6%	196 27.6%	2.48	1.15
T	Teleconferencing	106 14.9%	276 38.8%	135 19.0%	194 27.3%	2.41	1.04
Weighted mean = 2.92							
Databases							
A	Science Direct	257 36.2%	257 36.2%	166 23.4%	166 23.4%	2.47	1.03
B	EBSCOHOST	119 16.8%	237 33.3%	136 19.1%	218 30.7%	2.36	1.09
C	AGORA	51 7.2%	267 37.6%	183 25.7%	209 29.4%	2.23	0.96
Weighted mean = 2.35							
Grand weighted mean = 2.74							

Table 2 presents results on the frequency of use of media resources by the respondents. The results revealed regular use of only textbooks (3.45) and journals (3.07) among the print resources while other print resources were found to be on ocassional use by the lecturers. Also, only Illustrations and Drawings (3.08) of the non-print resources was

found to be on regular use by the respondents while most of the electronic resources are on regular use. Furthermore, all the databases available to the respondents were found to be occasionally use by the respondents. Electronic media resources (2.92) is ranked highest by the mean scores rating, followed by Printed resources (2.89), Non print resources (2.79), while Databases (2.35) is ranked lowest. Findings indicate the overall weighted mean of 2.74 which is higher than the criterion mean of 2.50. This means that media resources available polytechnic lecturers in the South-west, Nigeria were used on regular basis. It could be deduced from the overall weighted mean that electronic media resources (2.92), printed resources (2.89) and non-print resources (2.79) were the major resources used on regular basis by polytechnic lecturers in South-west, Nigeria.

Research question 4: For what purposes do polytechnic lecturers in the South-west, utilise media resources?

Table 4.10: Purposes of media resources utilisation by polytechnic lecturers

	Frequency	Percent of Cases
Preparing lecture notes	609	92.5%
Research and publication	604	91.8%
Obtaining general knowledge	566	85.9%
Paper presentations	547	83.1%
Writing papers/proposals	304	71.4%
Writing book reviews	323	49.1%
Others	96	14.6%

Table 4 indicates that the respondents utilised media resources mostly for preparing lecture notes 92.5%, research and publications 91.8%, obtaining general knowledge 85.9%, paper presentation 83.1% and writing papers and proposals 71.4%. Writing book reviews ranked least among the purposes for which lecturers utilise media resources 49.1%. The implication of this result is that the major purposes for which polytechnic lecturers in south-west Nigeria used media resources are preparing lecture notes, research and publications, obtaining general knowledge, paper presentation and writing papers and proposals.

Testing of Hypothesis

There is no significant relationship between self-efficacy and media resource utilisation of polytechnic lecturers in the South-west, Nigeria

Table 5: Relationship between self-efficacy and media resource utilisation of polytechnic lecturers in the South-west, Nigeria

Variables	N	Mean	SD.	r	p value	Remark
Self-efficacy	711	59.27	5.27			
Media resource utilisation	711	90.77	17.08	0.29*	0.00	Sig.

* Significant at $p<0.05$

Discussion of the Findings

Background information of the polytechnic lecturers in South-west Nigeria revealed that there were more male lecturers than female while most of the lecturers were found within the age range of 35-44years. Furthermore, the majority of the lecturers were found to

have qualifications ranging from H.N.D. to Ph.D. The findings showed that the highest no of respondents possessed Master's Degree. Findings on the rank of the lecturers revealed that the majority of the lecturers were senior lecturers.

On the self-efficacy of the polytechnic lecturers, findings from the study revealed that the polytechnic lecturers has high level of self-efficacy and major factor contributing to self-efficacy of polytechnic lecturers were physiological factors and mastery experience. This finding is in line with Arglan (2012) who conducted a correlational study to reveal the sources of self-efficacy beliefs, the mastery experience was revealed as the most influential and strongest one that predicted self-efficacy beliefs for performance. Wah (2007) in his findings, stated that mastery experience has the highest overall mean scores among all other sources of influence in teacher self-efficacy. There was a significant direct influence of mastery experience on teacher self-efficacy, while physiological factors also contributed the second highest unique variance to teacher self-efficacy. It was confirmed from this study that mastery experiences contributed to the high level of self-efficacy of polytechnic lecturers in South-West, Nigeria.

Findings from the study further revealed that majority of the media resources were available to polytechnic lecturers in South-west, Nigeria though the availability of print resources were higher than other types of media resources. Textbooks, dictionaries, journals, newsletters, newspapers are the major print resources available to the polytechnic lecturers surveyed. This finding corroborates that of Thanuskodi (2012) who revealed print resources as the mostly available media resources for teachers in Malaysia. A similar study carried out by Anhwere, Paulina and Manu (2018) on use of media resources by lecturers in Cape Coast revealed textbook as the media resource with highest level of availability.

The findings revealed that these media resources were used on daily and forth-night basis. Further findings on types of media resources being used by state-owned polytechnic lecturers revealed that the mostly utilised media resources are textbooks (print), illustrations and drawings (non-print) and internet (electronic). This study is similar to previous studies of Opeke and Odunlade (2011) and Rugut and Makowa (2016) where it was affirmed that print resources especially the textbooks are frequently used by polytechnic lecturers. However, computers and internet are found to be the most frequently used among the electronic media resources. It is not surprising that printed books topped the list probably, due to the fact that print materials are easily accessible. Findings showed that most of the respondents rely mainly on printed books. Under the category of non-print resources, illustration and drawings were found to be frequently used by polytechnic lecturers. This may not be far from expectation, because by virtue of polytechnic education, especially in the fields of engineering and environmental studies, these particular media resources are meant to be part of the major teaching instruments. Print materials are easily accessible and more available. The findings showed that most of the respondents frequently utilize textbooks that is, on daily basis. This may be due to the fact that textbooks as a type of print resources, is readily available and accessible to a large number of users and could be accessed by the polytechnic lecturers. The textbooks

could also contain the required information for the lecturers' teaching and research activities.

Findings showed that the specific purposes for utilising media resources are identified as for research and publication, paper presentations, preparing lecture notes, writing papers, writing book reviews, and obtaining general knowledge. Findings revealed that preparing lecture notes was the most frequent reasons for using media resources, research and publication and obtaining general knowledge. This findings are in line with that of Ukih (2012). Haliso and Laja-Ademola (2013) reported that lecturers use media resources to prepare lecture notes. This is not unexpected, since teaching and research are the major tasks performed by lecturers which also have great impact on their level of productivity. No wonder, a significant percentage also claimed to use media resources for research and publications. The use of media resources for preparation of lecture notes would enable the polytechnic lecturers to provide quality notes for their students and avoid repeating notes with same formats and contents over and over again.

Also, the findings revealed that a significant percentage of polytechnic lecturers utilise media resources for research and publication purpose. However, this is in contrast with Anhwere, Paulina and Manu (2018), study which reported that vast majority of lecturers utilise media resources for reference purpose. The lecturers may need to be kept abreast of current happenings in their various fields. Furthermore, results from this study also showed that another significant percentage of the respondents utilise media resources for the purpose of obtaining general knowledge. The study revealed that a low significant relationship between self-efficacy and media resources utilization by polytechnic lecturers in the southwest, Nigeria. The null hypothesis was rejected implying that improvement in self-efficacy of polytechnic lecturers lead to improvement in their media resources utilization.

Summary and Conclusion
The study investigated the relationship between media resource utilization productivity of lecturers in polytechnics in South-west, Nigeria. The study showed that the polytechnic lecturers in South-west, Nigeria frequently utilised media resources especially the print resources and electronic resources (such as textbooks and internet). The frequency of utilisation on media resources by the respondents revealed daily and weekly usage of the media resources by the polytechnic lecturers. The study indicated that print media resources were mostly available to the polytechnic lecturers in the South-west, Nigeria. Lecturers' purposes of using media resources were mainly for preparation of lecture notes and for research and publications. There was moderate positive significant relationship between media resource utilisation and lecturers' productivity. The study concluded that there might be a need to give priority to media resources provision for polytechnic lecturers in order to improve their productivity.

Recommendations
Based on the findings of this study, the following recommendations were proffered.

1. The Polytechnic management put up a measure to improve the self-efficacy of the lecturers to enable them function effectively in their schedule of duties including use of media resources for instructional delivery.
2. Polytechnic management should make provision for electronic resources which is not adequately available in most polytechnics.
3. All polytechnic libraries and polytechnic librarians should make deliberate effort to provide adequate media resources for teaching and learning in their various institutions. This will facilitate increased utilisation.
4. Polytechnic lecturers should make deliberate efforts to acquire necessary ICT skills to enable them use electronic information resources.
5. The polytechnic lecturers should be encouraged to make use of electronic resources since we are in the digital age.
6. Polytechnic lecturers should be kept abreast of the various digital devices and electronic information resources, especially in this world of information technology.

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