Influence of Lecturers' Psychological Factors, media Improvisation on Media Resources Utilization in Colleges of Education, Nigeria

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ABSTRACT

Media utilization in colleges of education in Nigeria is compulsory to train pre-service teachers. Psychological variables (emotional intelligence, and self-efficacy) and media improvisation were investigated on media resources utilization among lecturers in colleges of education in the South-West, Nigeria. The descriptive design was adopted and multi-staged procedure was used to select 812 (493 males; 319 females). Emotional intelligence (r = 0.79), media improvisation (r = 0.71), self-efficacy (r = 0.85 and media resources utilization r = 0.96) scales were used for data collection. The data were analyzed using descriptive statistics and Pearson product moment at 0.05 level of significance. The level of emotional intelligence, self-efficacy and media improvisation were high. Significant relationship existed among: emotional intelligence (r = 0.42), Media improvisation (r = 0.46) and Teaching self-efficacy (r = 0.31) to media resources utilization. It recommended that lecturers' emotional intelligence, self-efficacy and media improvisation are to be promoted in colleges of education.

1. Introduction

Media resources utilization is not a new concept in the field of communication, technology, library and information science. Media resources is also known as educational technology and instructio nal materials (Ogwo & Oranu, 2006; Nwabunwanne, 2009). Media resources are information disseminat ion tools employ by the lecturers towards learning (Egunjobi & Ogunwuyi, 2018). Media resources can be print, non print and electronic resources. They can also be audio, visual and audio-visual in operation. According to Oyewusi (2016) media resources can be in form of music, sound and pictures which are essentially used to teach precision of speech. The utilization of media resources is said to promote smooth and meaningful learning, flow of instruction and understanding of contents of instruction. It has been observed that the utilization of media transforms teaching and learning activities beyond expectations. Proper implementation of curriculum has been assured through the use of projectors, pictures, diagrams, simulation and computers and other resources (Arubayi &

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Obunadike, 2011; Nwachuckwu & Olaitan, 2008). Teaching with media resources promotes teaching more than chalk and talk, helps in encouraging students' participation and positive responses to school works.

There are specific guidelines that are essential for the utilization of media resources. It is necessary for media resources to be selected and utilized to fulfill the objectives of lessons, to meet instructional purposes and be relevant to the lessons taught. It is also important for media resources to be used in line with age, gender and socio-cultural background of the students (Egunjobi, 2012). There are other factors to be considered before selection and utilization of media resources. These factors relate to the nature of learners such as physical, mental, visual, and psychological conditions (Quadri, 2008).

There are factors resident in the lecturers of the college of education which can facilitate the utilization of media resources. Apart from availability and accessibility of resources to be utilized, other factors such as lecturers' training, competence and proficiency in the use of media resources are essential. Lecturers' psychological factors (emotional intelligence and self efficacy) and media improvisation are also necessary factors that can propel the utilization of media in the colleges of education. Emotional intelligence factors such as social responsibility, stress tolerance and interpersonal skills that make lecturers to stick to teaching ethic of using media resources for instructional purposes are necessary to promote media resources utilization.

Media improvisation is a creative and innovative tendency of lecturers. It is an effort to make media resources available with the use of local materials for the purpose of instructional delivery (Egunjobi & Ogunwuyi, 2017). Media improvisation comes as a result of unavailability, inaccessibility and high cost of media resources in the colleges of education (Onasanya, 2004). Improvised online resources are effective in instructional delivery (Chang & Tung, 2007) and teacher use of instruction a material improvised can promote teaching and learning activities (Akano, 2018).

Then, self-efficacy can also be described as the tendency, competence and capability of using media resources for instructional delivery. It is media-based self-efficacy. In using media resources, emotional intelligence, media improvisation and self-efficacy are necessary factors to be investigated. The establishment of Centre for Educational Technology (CET) in the colleges od education was done for easy production, accessibility and usage of media resources with the help of media experts. Also, retraining of lecturers on the use of media resources after employment is another effort done to facilitate media utilization, still media resources are not being used for instructional delivery as expected. The level of lecturers' psychological factors (emotional intelligence, and self-efficacy) and media improvisation could be responsible for inadequate media resources utilization. Therefore, this study investigated influence of lecturers' psychological factors (emotional intelligence and self-efficacy) and media improvisation on media resources utilization in the state-owned colleges of education, South-West, Nigeria.

1.1 Statement of Problem

The establishment of Centre for Educational Technology (CET) in the colleges of education was done for easy production, accessibility and usage of media resources with the help of media experts.

Also, re-training of lecturers on the use of media resources after employment is another effort done to facilitate media utilization still media resources are not being used for instructional delivery as expected. The levels of lecturers' psychological factors (emotional intelligence and self-efficacy) and media improvisation could be responsible for inadequate media resources utilization. Therefore this study investigated lecturers' psychological factors (emotional intelligence and self-efficacy) and media improvisation in colleges of education, South West, Nigeria.

2. Literature Review

Psychological factors such as emotional intelligence is associated with internet addiction (Ogunwuyi & Omoike, 2020) and self-efficacy is related to usage of ICT (Sara & El Daou, 2016). Emotional intelligence which empowers emotions as source of human information, confidence, creativity and effectiveness (Salami & Ogundokun, 2009) also helps teachers to keep positive environment, increase creativity perception and work behaviour (Dadvar, Mohammadrezaii, & Fathabadi, 2012). Emotional intelligence leads to outstanding performance and valuing resources and tool in the Library Media Centre (Mills & Loege, 2006; McCraken, 2001). High level of emotional intelligence promotes interpersonal relationship, adaption to condition and environmental situations (Dadvar, Mohamadrezaii, & Fathabadi, 2012; Rauf et al., 2013; Pooja & Kumar, 2016). Akerele and Elaturoti's (2014) study showed that emotional intelligence was related to media resources utilization. Also, Ortese and Tor-Anyin (2008), Youssef and Youssef (2011) related emotional intelligence with Information and Communication Technology. Similarly, Far et al. (2014) and Ogunwuyi and Omoike (2020) found that emotional intelligence is related to internet utilization and addiction respectively.

Self-efficacy is the people judgement of their capabilities to plan and execute teaching activities to attain certain performance (Tella et al., 2007). Self-efficacy increases the capability and tendency of using media. High level of self efficacy was related to media utilization, technology, computer and internet usage (Correa, Hinsley, & De Zuniga, 2010; Papastergiou, 2010; Sara & El Daou, 2016; Teo, 2009; Lee & Tsai, 2010).

Media improvisation of lecturers was related to creativity, resourcefulness and innovations (Aina, 2013; Adu & Adu, 2014) that ability of the lecturers to create media resources was propelled by creative and innovative tendencies while Ezeasor et al. (2012) showed that lecturers' media improvisation was poor due to poor creativity, inadequate training in media improvisation, laziness and time constraints. Improvised media promoted media utilization and integration of technology into instructional activities in school (Udosen & Ekukinam, 2014). In another study, Udosen and Ekukinam (2019), found that there was no significant difference of post test performance of intact classes exposed to improvised science equipments and those exposed to standardized equipments. It was reported that students benefited equally from standardized and improvised equipments.

3. Methodology

This study adopted a correlation research design involving simple and multiple linear methods. According to Leedy and Ormrod (2010), correlational research is concerned with establishing the relationship between two or more variables in the same population or between the same variable in two populations.

3.1 Research Questions

The following research questions were answered by the study. They are:

(a) What is the level of emotional intelligence of lecturers in state-owned colleges of education, South-West, Nigeria?
(b) What is the level of media improvisation of lecturers in state-owned colleges of education, South-West, Nigeria?
(c) What is the level of self-efficacy of lecturers in state-owned colleges of education, South-West, Nigeria?

3.2 Hypotheses

The following null hypotheses were tested at 0.05 level of significant

(a) Ho1: There is no significant relationship between emotional intelligence and media resources utilization of lecturers in the state-owned colleges of education, South-West, Nigeria.
(b) Ho2: There is no significant relationship between self-efficacy and media resources utilization of lecturers in the state-owned colleges of education, South-West, Nigeria.
(c) Ho3: There is no significant relationship between media improvisation and media resources utilization of lecturers in the state-owned colleges of education, South-West, Nigeria.

3.3 Population and Sample

The population of the study comprises of 1,354 lecturers in the state-owned colleges of education, South-West, Nigeria. Multi- stage procedure was used to select the sample size of the study. Six state-owned colleges of education situated in South West, Nigeria were first considered before the stratified random sampling technique was used to select common schools in the colleges of education because the colleges were stratified into schools and finally 60% of the population was proportionate selected based on size. 812 (493 male and 319 female) lecturers were sampled.

4. Instruments

A questionnaire was used to collect data from the respondents. The research instrument was tagged Emotional Intelligence, Self-Efficacy, Media Improvisation and Media Resources Utilisation of Lecturers' Questionnaire. The questionnaire was sub-divided into five sections. Section A contains demographic variables such as age, gender, and work experience of the lecturers. Emotional intelligence Scale (EIS) was adapted from Batool's (2009) Emotional Intelligence Scale. The original version contained 83 items with reliability coefficient of .95. Only 20 items were adapted from the scale which contained items on social responsibility, stress tolerance and interpersonal relationship to elicit emotional intelligence information related to the use of media resources from the respondents as used by Egunjobi & Ogunwuyi (2018). It is a four-point Likert scale ranging from most adequate (4) to not adequate (1) with reliability coefficient of .79 using Cronbach alpha.

Self- Efficacy Scale (SES) was adapted from Banciura's (1977) Self-Efficacy Scale. It was used to elicit information on media self-efficacy of lecturers. The original version contains 10 items with internal consistency ranging from 0.82 to 0.93 and test-re-test reliability coefficient of .47 for men and 0.63 for women. The original items were modified and additional 10 items were generated making 20 items. It is a four-point Likert scale ranging from most adequate (4) to not adequate (1) with reliability coefficient of .85 using Cronbach alpha.

Media Improvisation Scale (MIS) was adapted from Janssen's (2000) innovative Work-Behaviour Scale because media improvisation is innovative work-behaviour of lecturers The original version contains 9 items in 7 Likert format with reliability coefficient of .79. The researcher modified the 9 and created 11 more items to make 20 items of the new scale as used by Egunjobi & Ogunwuyi (2017). It elicits information on media improvisation of respondents. It is a four-point Likert scale ranging from most adequate (4) to not adequate (1) with reliability coefficient of .71 using Cronbach alpha.

Media Resources Utilisation Scale (MRUS), It was constructed by the researcher. It contains checklists of media resources that are utilized by the lecturers in various school in the colleges of education. The scale was used to collect information frequency of media resources utilization from the respondents. It is a five-point Likert scale with reliability coefficient of .96 using Cronbach alpha.

4.1 Procedure for Data Collection

The researcher administered the questionnaire with the assistance of lecturers of each school in the colleges of education used under study after a permission was granted by the authority of the colleges. The administration of the questionnaire took place for a period of 3 months. Out of 812 questionnaires distributed only 742 were retrieved back but 710 were found appropriate for analysis.

4.2 Method of Data Analysis

Descriptive statistics of frequency counts, percentage, mean and standard deviation were used to analysed research questions 1-3 while hypotheses 1-3 were analysed using Pearson product moment correlation.

5. Results

5.1 Level of Emotional Intelligence

RQ 1: *What is the level of emotional intelligence among lecturers in state-owned colleges of education in the South-West, Nigeria?*

Table 1, shows that the lecturers were able to keep to their teaching oath that they would teach with necessary media resources with highest mean ($\bar{x}$ = 3.40), followed by the lecturers trying their best to uphold relationship with their students ($\bar{x}$ = 3.40), it was part of their teaching ethics to use media resources ($\bar{x}$ = 3.35), I could not compose myself in adverse circumstances when teaching with media resources ($\bar{x}$ = 3.33).While the least responded items were when teaching with media resources, the lecturers did show their anxiety or tension before students ($\bar{x}$ = 1.90). Based on the weighted mean of 3.16 and criterion mean of 2.5, hence, the weighted mean is greater than the criterion mean. This implies that the lecturers in the state-owned colleges of education in South West, Nigeria had high level of emotional intelligence to utilise media resources for effective instructional process.

Table 1. Level of Emotional Intelligence Among Lecturers in the State-Owned Colleges of Education, South-West, Nigeria (n = 710)

S/N	Items	NA=1	A=2	MA=3	MOA=4	$\bar{x}$	S.D
1	I hardly keep to my teaching oath that I will teach with necessary resources	360 50.7%	294 41.4%	36 51.4%	20 2.8%	3.40	.71
2	I try my best to uphold relationships with my students	18 2.5%	18 2.5%	333 46.9%	341 48.0%	3.40	.67

3	It is part of the teaching ethics to use media resources	22 3.1%	37 5.2%	323 45.5%	38 46.2%	3.35	.72
4	I compose myself in adverse circumstances when teaching with media resources	305 43.0%	358 50.4%	29 4.1%	18 2.5%	3.34	.68
5	I relate well with my students to enhance their cooperation when teaching with media resources	22 3.1%	38 5.4%	335 47.2%	315 44.4%	3.33	.72
6	I find it difficult to overcome my nervousness in the process of teaching with media resources	277 39.0%	394 55.5%	31 4.4%	8 1.1%	3.32	.61
7	Sometimes, sentiments or emotions hinder me from teaching with media resources	254 35.8%	423 59.6%	25 3.5%	8 1.1%	3.30	.59
8	I am conscious of my responsibility to use media resources to teach my students	14 2.0%	32 4.5%	408 57.5%	256 36.1%	3.28	.64
9	My colleagues trust me that I can teach with media resources	20 2.8%	48 6.8%	357 50.3%	285 40.1%	3.28	.71
10	I extend all my possible cooperation to my colleagues whenever they need my help in utilising media resources in teaching	14 2.0%	38 5.4%	322 45.4%	336 47.3%	3.28	.68
11	I cannot withstand stress associated with utilisation of media resources in instructional delivery	238 33.5%	418 58.9%	48 6.8%	6 0.8%	3.25	.61
12	I teach my students how to use media resources for instructional delivery	18 2.5%	56 7.9%	395 55.6%	241 33.9%	3.21	.69
13	I cannot always perform my teaching responsibility with media resources	257 36.2%	357 50.3%	70 9.9%	26 3.7%	3.19	.76
14	I bring betterment to my teaching responsibility in case of adversity in media resources utilization	20 2.8%	89 12.5%	350 49.3%	251 35.4%	3.17	.75
15	I find it difficult to promote team teaching in order to use media resources in instructional delivery	248 34.9%	358 50.4%	84 11.8%	20 2.8%	3.17	.74
16	I motivate my colleagues to use media resources to teach their students	20 2.8%	79 11.1%	394 55.5%	217 30.6%	3.14	.72
17	I can arrange media resources activities or events with my students in the classroom	26 3.7%	68 9.6%	408 57.5%	208 29.3%	3.12	.72
18	I compliment the efforts of my colleagues when ever they teach students with media resources	37 5.2%	64 9.0%	388 54.6%	221 31.1%	3.12	.77
19	When facing obstacles in using media resources to teach, I give up easily	118 16.6%	183 25.8%	252 35.5%	157 22.1%	2.63	1.00
20	When teaching with media resources, I do show my anxiety or tension before my students	376 53.0%	116 16.3%	129 18.2%	89 12.5%	1.90	1.10

Criterion mean = 2.5   **Weighted mean = 3.16**

MOA = Most adequate, MA = More Adequate, A = Adequate, NA = Not Adequate

5.2 Level of Self-Efficacy

RQ 2: *What is the level of self-efficacy of lecturers in state-owned colleges of education in the South-West, Nigeria?*

Table 2, shows that "it is not easy for me to stick to my teaching aims and accomplish my teaching goal" ($\bar{x}$ = 3.4) ranked highest by the mean score rating and was followed by "I am reliable and dependable teacher" ($\bar{x}$ = 3.39), "I am confident to succeed in any teaching ($\bar{x}$ = 3.37), I am an hard working teacher" ($\bar{x}$ = 3.36). While the least item was, "I always manage to solve difficult problems when teaching if I try hard enough" ($\bar{x}$ = 3.19), Based on the weighted mean of 3.30 and criterion mean of 2.5, hence, the weighted mean is greater than the criterion mean. This, therefore means that the lecturers in the state-owned colleges of education in South West, Nigeria possessed high level of self-efficacy for the utilisation of media resources during their instructional presentation.

Table 2. Level of Self-Efficacy among Lecturers in the State-Owned Colleges of Education in the South-West, Nigeria (n = 710)

S/N	Items	NA=1	A=2	MA=3	MOA=4	$\bar{x}$	S.D
1	It is not easy for me to stick to my teaching aims and accomplish my teaching goals	344 48.5%	326 45.9%	28 3.9%	12 1.7%	3.41	.65
2	I am reliable and dependable teacher	20 2.8%	37 5.2%	300 42.3%	353 49.7%	3.39	.72
3	I am confident that I can succeed in any teaching activity	37 5.2%	32 4.5%	275 38.7%	366 51.5%	3.37	.80
4	I am an hard working teacher	18 2.5%	39 5.5%	323 45.5%	330 46.5%	3.36	.70
5	I cannot solve most teaching problems even if I invest the necessary efforts	314 44.2%	347 48.9%	29 4.1%	20 2.8%	3.35	.69
6	I am confident in undertaking my teaching tasks with media resources	30 4.2%	39 5.5%	304 42.8%	337 47.5%	3 34	.77
7	I am confident to deal efficiently with unexpected teaching events	286 40.3 %	380 53.4%	38 5.4%	6 0.8%	3.33	.62
8	I cannot confidently plan my teaching activities with media resources as expected of me	304 42.8%	349 49.2%	37 5.2%	20 2.8%	3.32	.70
9	With my resourcefulness in teaching, I know how to handle unforeseen teaching situations	15 2.1%	38 5.4%	367 51.7%	290 40.8%	3.31	.67
10	No matter what comes my way in the course of teaching, I usually able to handle it	22 3.1%	38 5.4%	355 50.0%	295 41.5%	3.30	.71
11	Sometimes, I find it uneasy to face teaching challenges	291 41.0%	362 51.0%	27 3.8%	30 4.2%	3.29	.73

12	When I am confronted with a teaching proble m, I can usually find several solutions	20 2.8%	28 3.9%	394 55.5%	268 37.7%	3.28	.67
13	If I am in a bind in teaching, I can usually thi nk of something to do	20 2.8%	38 5.4%	382 53.8%	270 38.0%	3.27	.69
14	I cannot teach hard and stubborn students	292 41.1%	337 47.5%	61 8.6%	20 2.8%	3.27	.73
15	Sometimes, I cannot confidently evaluate my te aching activities with my students	268 37.7%	389 54.8%	25 3.5%	28 3.9%	3.26	.71
16	I have low ability to generate productive ideas in the teaching profession	285 40.1%	354 49.9%	31 4.4%	40 5.6%	3.25	.78
17	I am disturbed when facing teaching difficultie s	284 40.0%	341 48.0%	53 7,5%	32 4.5%	3.24	.77
18	I can confidently present my teaching plans to my students	28 3.9%	53 7.5%	361 50.8%	268 37.7%	3.22	.75
19	If my students oppose me, I can find means an d ways to get what I want	22 3.1%	72 10.1%	354 49.9%	262 36.9%	3.21	.74
20	I always manage to solve difficult problems wh en teaching if I try hard enough	46 6.5%	60 8.5%	319 44.9%	285 40.1%	3.19	.48
Criterion mean = 2.5					**Weighted mean = 3.30**		

MOA = Most adequate, MA = More Adequate, A = Adequate, NA = Not Adequate

5.3 Level of Media Improvisation

RQ 3: *What is the level of media improvisation among lecturers in the state-owned colleges of Education, South-West, Nigeria?*

Table 3, shows that the item with highest mean score rating was "it is uneasy for me to search out for new working methods or techniques in media production or construction" ($\bar{x}$ = 3.20) followed by "I can search out for new media resources for instructional delivery" ($\bar{x}$ = 3.17), I cannot create new media idea for effective media utilisation in instructional delivery" ($\bar{x}$ = 3.16). While the least item was, "I cannot evaluate my media utilisation efforts after instructional delivery" ($\bar{x}$ = 2.67). With the weighted mean of 3.05 and criterion mean of 2.5, thus, the weighted mean is greater than the criterion mean. This implies that the lecturers in the state-owned college of education in South West, Nigeria had high level of media improvisation for the utilisation of media resources effectively for instructional processes.

Table 3. Level of Media Improvisation among Lecturers in the State-Owned Colleges of Education in the South-West, Nigeria (n = 710)

S/N	Items	NA=1	A=2	MA=3	MOA=4	$\bar{x}$	S.D
1	It is uneasy for me to search out for new working methods or techniques	247 34.8%	375 52.8%	70 9.9%	18 2.5%	3.20	.71

	in media resources production						
2	I can search out for new media resources idea for instructional delivery	16 2.3%	70 9.9%	402 56.6%	222 31.3%	3.17	.69
3	I cannot create new media resources for effective media resources utilisation in instructional delivery	236 33.2%	368 51.8%	88 12.4%	18 2.5%	3.16	.73
4	I involve my students in media activities that make my teaching enjoyable to them	32 4.5%	68 9.6%	362 51.0%	248 34.9%	3.16	.77
5	I can create new media resources idea for difficult educational topic	30 4.2%	74 10.4%	368 51.8%	238 33.5%	3.15	.77
6	I cannot always generate original solutions to problems associated with media resources improvisation for instructional delivery	216 30.4%	402 56.6%	76 10.7%	16 2.5%	3.15	.69
7	I find it difficult to mobilise financial support for media resources production	226 31.8%	382 53.8%	82 11.5%	20 2.8 %	3.1 5	.73
8	I mobilise support for media resources utilization in instructional delivery	10 1.4%	103 14.5%	386 54.4%	211 29.7%	3.12	.70
9	I cannot bring two or more different media resources together for the purpose of instructional delivery	231 32.5%	351 49.4%	89 12.5%	39 5.5%	3.09	.81
10	I make academic members enthusiastic when utilising media resources for instructional delivery	28 3.9%	108 15.2%	353 49.7%	221 31.1%	3.08	.78
11	I cannot use local materials to produce unavailable foreign media resources	220 31.0%	354 49.9%	104 14.6%	32 4.5%	3.07	.80
12	I seek for approval for media idea to be utilised in instructional delivery	32 4.5%	106 14.9%	369 52.0%	203 28.6%	3.05	.78
13	I encourage my colleagues to utilize media resources to teach their students	28 3.9%	96 13.5%	398 56.1%	188 26.5%	3.05	.75
14	I utilize media events or activities during my teaching	30 4.2%	106 14.9%	372 52.4%	202 28.5%	3.05	.78
15	I am an advocator and promoter of media resources improvisation seminar and workshop in my college	36 5.1%	103 14.5%	359 50.6%	212 29.9%	3.05	.80
16	I introduce media resources ideas into instructional delivery in a systematic way	35 4.9%	97 13.7%	393 55.4%	185 26.1%	3.03	.77
17	I brainstorm with my academic colleagues on how to transform media resources ideas into media resources production	48 6.8%	100 14.1%	377 53.1%	185 26.1%	2.98	.82
18	I cannot evaluate the utility of media ideas in instructional delivery	59 8.3%	92 13.0%	373 52.5%	186 26.2%	2.97	.85
19	I cannot transfer media resources ideas into useful application	99 13.9%	191 26.9%	248 34.9%	172 24.2%	2.69	.99
20	I cannot evaluate media resources utilization	77	215	280	138	2.67	.91

efforts after instructional delivery	10.8% 30.3% 39.4% 19.4%
Criterion mean = 2.5	**Weighted mean = 3.05**

MOA = Most adequate, MA = More Adequate, A = Adequate, NA = Not Adequate

5.4 Hypotheses

Table 4 indicates positive significant relationship between independent variables and dependent (emotional intelligence (r = .415, p < .05), media improvisation (r = .455, p < .05), and self-efficacy (r = .305, p < .05)) and dependent variable (media resources utilization). This implies that, emotional intelligence, media improvisation and self-efficacy correlated with media resources utilization of lecturers.

Table 4. Correlation Matrix Showing the Relationship between Independent Variables and Dependent Variable (n = 710)

	Media Resource Utilization	Emotional Intelligence	Media Improvisation	Self Efficacy	Mean	S.D.
Media Resource Utilization	1				150.67	41.18
Emotional Intelligence	.415* .000	1			59.99	7.29
Media Improvisation	.455* .000	.592* .000	1		60.43	8.64
Self Efficacy	.305* .000	.408* .000	.464* .000	1	64.71	8.28

* Sig. at 0.05 level of significance.

6. Discussion

The study investigated the level and relationships of emotional intelligence, self-efficacy and media improvisation of lecturers in state-owned colleges of education in South-West, Nigeria. The findings of this study revealed that the lecturers in Colleges Education had high level of emotional intelligence. This finding supports that of Mills and Lodge (2006), McCraken (2001) that high emotional intelligence helps in understanding and valuing resources and tools in the Library Media Centre and emotional intelligence leads to outstanding performance and possession of academic abilities. Also, Adilogullari (2011), Dadvar, Mohamadrezaii, and Fathabadi (2012), Rauf et al. (2013), Pooja and Kumar (2016) reported that good possession of emotional intelligence promotes better changes in interpersonal relations, stress tolerance, understanding own feeling and other people's feelings and adaptation to conditions and environmental situations. The findings of the study showed that the level of emotional intelligence of the lecturers was high because they possess social responsibility, interpersonal relationship and stress tolerance attributes that promote effectiveness in media utilization

for instructional delivery. But the finding of the study contradicts but Akerele and Elaturoti (2014) discovered that emotional intelligence of media experts was moderate. The finding implies that low or moderate level of emotional intelligence was attributed to low or insufficient possession of emotional intelligence skills.

From the findings of this study, it was discovered that the level of media improvisation of lecturers in state-owned colleges of education was high. This finding supports Antonakis, Ashkanasy, and Dasborough (2009), Aina (2013) and Adu and Adu (2014) that media improvisation of lecturers occurred as a result of high creative, innovative and resourcefulness to provide unavailable media resources for instructional delivery. The finding of the study is similar to the previous studies in the sense that the lecturers in colleges of education were able to generate media ideas, promote media ideas and implement media ideas to improve instructional delivery processes. However, the finding contradicts Ezeasor et al. (2012) that teachers' media improvisation was poor because they hardly produce and improvised instructional resources during teaching as a result of poor creativity, inadequate training in media improvisation, time constraint and laziness on the part of teachers and lack of motivation. This implies that the ability of the lecturers to generate media resources idea, promote and integrate them into instructional processes was highly encouraging. The lecturers generated original solutions to problems associated with insufficient supply of media resources for instructional delivery and mobilized supports for media production and utilization. Also, the lecturers were able to use their creative abilities to solve the problem of obsolete media resources and inadequate supply of media resources in state- owned colleges of education by supplementing the existing ways of supplying media resources into the colleges of education for effective service delivery in state-owned colleges of education in Nigeria.

The finding showed that the level of self-efficacy of lecturers was high. This finding supports that of Papastergiou (2010), Chang and Tung (2012), Correa, Hinsley, and De Zuniga (2010), Newsness, Steinert and Viswesvaran (2012), Hsiao et al. (2011) and El Daou (2016) that strong or high sense of self-efficacy regulates the use of media resources like computer and online information verification. It helps in viewing challenging problem as task to be mastered in order to form a strong commitment to tasks and perform more challenging task. This connotes that it was easy for the lecturers to stick to their teaching aims and accomplish their teaching goals as a result of possession of confidence in undertaking teaching task. They dealt confidently with unexpected teaching events and handled unforeseen teaching situations with their resourcefulness. Most importantly, the lecturers solved obstacles and challenges associated with teaching were realised with the use of media resources in the college of education to meet up with their responsibility of implementing the curriculum. The study contradicts that of Ismail et al. (2011) that computer self-efficacy of the library media teachers were moderate in using Edu web television as medium because library media teachers possessed moderate attributes of self-efficacy.

The study investigated the relationship between independent variables (emotional intelligence, media improvisation and self-efficacy) and dependent variable (media resources utilisation). The finding of the study showed that emotional intelligence was positively and significantly related to media resources utilization of lecturers in the colleges of education. The finding supports Ortese and Tor-Anyin (2008), Youssef and Youssef (2011) who reported that emotional intelligence is

a potential for warmth, smooth and spontaneous social interaction among people and good performance in utilising Information and Communication Technology and that the use of emotion could be done intelligence when utilising the internet or cyber. It could be explained that lecturers possessed emotional intelligence attributes such as social responsibility, interpersonal relationship and stress tolerance skills which made them to utilise media resources effectively in instructional delivery in the colleges of education. Emotional intelligence had really helped the lecturers to direct their behavior towards utilizing media resources. The thought that instructional delivery could not be effective without utilizing media resources was emotional and the use of emotion in the performance of instructional responsibility with media resources was noticed among the lecturers. But this finding contradicts that of (Ko et al., 2009) and Far et al. (2011) that emotional intelligence was associated with internet addiction because those who are not emotional intelligents on face to face interaction were emotionally intelligent on internet.

Furthermore, media improvisation was related to media resources utilisation of lecturers in state-owne d colleges of education. The ability of the lecturers of colleges in education to generating media resources ideas, promoting media resources ideas among their colleagues and sought supports from the school authority for the media resources ideas to be implemented in instructional processes in the colleges of education was discovered. This implies that lecturers who demonstrated high level of media resources improvisation in the colleges of education would utilise media resources better to enhance instructional delivery in the colleges of education. This finding support Ezeasor et al. (2012), Udosen and Ekuikinam (2014) that improvised media promote the integration of technolog y into instructional delivery because media resources are available and accessible to teachers.

More so, self-efficacy was also significantly and positively related to media resources utilisation among lecturers in the colleges of education. It was discovered that the lecturers showed ability to manage the demands of professional teaching, work load, persist in challenging teaching tasks and were able to accomplish teaching objectives with necessary resources and efforts. These qualities promote lecturers' self-efficacy in media resources utilisation. This finding supports that of Hsiao et al. (2011), Teo (2009), Lee and Tsai (2010) that high self-efficacy was related to computer and technology utilisation instructional delivery.

7. Conclusion

The study investigated the relationships of emotional intelligence, self-efficacy and media improvisati on to media resources utilization of lecturers in the state-owned colleges of education in the South-West Nigeria. Data collected were analysed with appropriate methods. The finding of the study showed that high level of emotional intelligence, media improvisation and self-efficacy were demonstrated by the lecturers and that emotional intelligence, media improvisation and self-efficacy were related to media resources utilization of the lecturers in the state-owned colleges of education in the South-West Nigeria. The implication of this study is that lecturers with high level of emotional intelligence, self-efficacy and media improvisation would promote media resources utilization in colleges of education.

Based on the findings of this study, the following recommendations are proffered. The existing high level of emotional intelligence of lecturers should be sustained through frequent training by the college authority on emotional intelligence elements such as, self-motivation, adaptability and stress-tolerance, intrapersonal and interpersonal relationships among others. The prevailing level of media improvisation among lecturers of colleges of education in the South-West, Nigeria should be maintained by the school authority for improving the training of pre-service teachers. Seminars on creativity and innovations such as media generation, media promotion and media implementation should be constantly organised by the college authority to boost media improvisation of lecturers.

The school authority should encouraged self-efficacy of lecturers because of its potent function in solving challenges in media utilization in the colleges of education. Emotional intelligence, media improvisation and self-efficacy skills of lecturers should be tested during interview before recruiting them. These should be part of the skills required from any lecturer before he or she is employed for teaching in any college of education. And, media psychologists should be employed by school authority to corroborate with others that are concerned with the use of media resources for effective implementation of curriculum.

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