14 Competency, Experience and Industrial Exposure of Faculty Members in Public Universities and Collaborating Colleges in Kenya

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1 Abstract

The success witnessed so far with the Module II Degree Programmes in Kenya's public universities have led to efforts to expand capacity to absorb more students into public universities. These efforts have included public universities acquiring fully owned satellite campuses in different places/towns, entering into collaboration arrangement with private middle level colleges, adopting various forms/modes of learning facilitation such as holiday, evening or weekend classes, distance, and virtual or e-learning. The Government on its part has declared several middle level colleges to be constituent colleges of different public universities and charters given to more private universities. These rapid changes in public universities often come with their own challenges and may also open up hitherto uncharted horizons or opportunities that could be exploited further. One such challenge is that of the faculty member's qualification, experience and exposure to enable all these institutions to provide quality education. This paper examines this concern. Faculty members were sampled from public universities, and data obtained as regards their qualification, terms of employment, work expectation and experience, industrial exposure and academic self-development efforts including publications in notable journals. According to the findings made from the study, faculty members in most public universities in Kenya are often middle level ranking with the majority holding Masters Degree qualifications but little else is fully recorded on the attributes that guarantees sustainable availability of competent faculty members where demand for their services is growing by the day. Keywords: Faculty, Experience and Competence.

2 Introduction

Kenya placed considerable importance on the role of education in promoting economic and social development after the attainment of her independence in 1963 (Sifuna, 1998). This resulted in the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions, and to undertake some reforms to reflect the aspirations of an independent state (Court and Ghai, 1974).

During the 1990s much has been written about the need for improvement in teaching in the university faculty setting. Although a variety of methods have been developed for this purpose, the successful implementation hinges on the removal of barriers, either institutional or individual

in nature, which appear to inhibit faculty participation in programmes for the improvement of teaching.

Educators such as Clark, *et al*, (1986) appear to hold the view that extrinsic rewards are essential to the acceptance of teaching improvement programmes. Others have argued that it is not enough for university administrators to advocate verbally the importance of good teaching, rather, meaningful rewards, arising out of a suitable institutional environment, are necessary if progress is to be expected in this area (Jabkeer and Halsinki, 1978; Mowday, 1982; Kozman, 1985). According to these researchers, only the power of extrinsic reward can stimulate the involvement of faculty.

There is no adequate literature on comparisons of academic requirement for appointment or promotion into these ranks in public universities or the extent to which they are harmonised in Kenya. Makerere University introduced a new policy on the minimum qualification for appointment to a lecturer teaching position and eligibility for subsequent promotions. The highlight of the policy is a requirement for a Ph.D or equivalent as the minimum qualification necessary for appointment to a lecturer position and above. As a result of this policy fewer and fewer members have shown interest or indeed joined the Faculty of Medicine teaching staff roll (Galukande, 2005). Workers wishing to lecture in academic subjects should have a first degree (first class or upper second) and a post graduate qualification in their specialist subject. This is normally a Ph.D (sometimes a Master's degree may be accepted). Additionally, to lecture in an academic subject a worker is often required to have a proven research background and to have had their work published. Workers wishing to lecture in vocational subjects normally have relevant professional qualifications and work experience and may need to have a proven research and publication background (www.tes.co.uk).

3   Statement of the Problem

Improving teaching effectiveness has been an important goal for institutions of higher education, particularly in recent years as universities and colleges have faced restrictive budgets, greater public scrutiny, and increased competition for new students. (Kiamba, 2004). Inevitably, concerns about teaching effectiveness raise questions about the relationship between teaching performance and the research activities of the teaching faculty. On one hand, research is often viewed as an activity that competes with teaching for a university tutor's time, energy, and commitment. Critics of higher education often assume that there is a negative trade-off between research involvement and teaching performance. They argue that the teaching effectiveness of universities and colleges is diminished because tutors are preoccupied with conducting research and publishing scholarly articles. On the other hand, many academics believe that teaching performance is enhanced when faculty members are involved in research activities. They argue that professors who are not involved in conducting research cannot be effective teachers because they cannot maintain their skills, keep current on developments in their field, or engage their students. There is insufficient literature on this matter. The faculty member's competency, qualification, exposure and the scholarly work they are involved in seem not to have been empirically investigated especially viewed from the rapid expansion of public universities.

4   Study Objectives

The availability of human resources is crucial if an organisation is to achieve its planned objectives. Public universities, both teaching and non-teaching staff, form the backbone of university operations. This paper therefore explores the faculty members qualification, experience and exposure, workload and the extent to which funds from Module II Programmes have been used to improve human resources (with focus on faculty members) to ensure competency in teaching at public universities and their collaborating colleges.

5 Literature Review

Many proponents of greater public accountability in higher education and accreditation argue that the most important evidence of quality is performance especially the achievement of student learning outcomes. This has led to a number of national and state efforts to identify a broad range of performance indicators or measures including access, productivity and efficiency, student learning, degree completion, and economic returns from postsecondary education (National Centre for Public Policy and Education, 2004). Most states in the USA have now established performance-reporting systems for higher education that address one or more performance measures (Wellman, 2002).

The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on student's future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners support. Student assessment procedures are expected to be designed to measure the achievement of the intended learning outcomes and other programme objectives, be appropriate for their purpose, whether diagnostic, formative or summative, have clear and published criteria for marking, be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification. Where possible, it should not rely on the judgements of single examiners, but take account of all the possible consequences of examination regulations, have clear regulations covering student absence, illness and other mitigating circumstances, ensure that assessments are conducted securely in accordance with the institutions stated procedures, and be subject to administrative verification checks to ensure the accuracy of the procedures. In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance (Wellman, 2002).

Teachers are the single most important learning resource available to most students (Howard, 2000). It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective (Howard, 2000).

The university requires all full-time, probationary, tenured and career-status faculties to continue their professional development through research, scholarly writing, advanced study, or original creative production, as appropriate to their disciplines. The concept of professional development is reflected potentially in the activities of all three components of faculty work. Thus, policy should provide that in the case of an individual faculty member, the decision as to which of the three areas of faculty responsibility to credit a particular professional development activity should be determined in consultation with the department chairperson or head and should reflect the nature of the professional development activity and the ranking of faculty members.

In Kenya, the ranks generally tend to be influenced by both US and UK systems which have been adapted. The ranks may include but not limited to those provided below from the lower rank to the highest in Kenyan public universities.

Table 1: Faculty Members Ranking in the Kenyan Public Universities.

Rank	Job Qualifications
Graduate Assistants	Often first-degree graduates with excellent performance engaged on contract basis awaiting scholarship for further studies. They assist lecturers.
Tutorial Fellows	Post graduates with Masters Degrees, engaged on contract to assist by offering tutorials to students individually or in groups. They are also assigned courses to lecture.
Assistant Lecturers	Permanent position held by Masters Degree holders who teach undergraduate students but lack experience in research demonstrated by publications.
Lecturers	Full time position held by Masters or Ph.D holders with both teaching and research experience. The requirements vary from university to university and among disciplines.
Senior Lecturers	Full time post held by experienced lectures with adequate publications in referred journal and/or books. Some universities require Ph.D to qualify for this position.
Associate professors	Full time position held by experienced senior lecturers with proven research experience and supervision of Masters and Ph.D theses and dissertation.
Professors	Full professor, highest permanent academic rank.

The issues of concern here are faculty member's qualifications, work experiences both in teaching and industry, typical workloads, remunerations and job satisfaction especially in the face of unprecedented expansion of public universities and collaborations with private middle level colleges. Faculty scholarly work, research grants, consultancy and publications are expected to go hand in hand with teaching workloads in universities. All these are the factors relating to the faculty that affects the quality of education in institutions of higher learning and are expected to influence faculty member's progression through the ranks.

The other factor that affects the effectiveness of teaching and learning at institutions of higher learning is the experience and exposure of the faculty member. According to Wellman (2002), experience is developed and/or gained over time from three fronts:

1. **Faculty members must gain experience in teaching both undergraduate and post-graduate courses,** evaluation and feedback procedures and frequency, complementary functions undertaken by faculty members, use and impact of IT in learning (including teaching media and e-learning) and finally, the class size and total students numbers handled by individual faculty member and supervision of research work.

2. **Industry work experience for faculty members. This is gained by working in industry prior to joining teaching at the university.** The number of years worked, industries worked in and responsibilities held is an indicator of the significance of experience gained. The other sources of faculty experience is by being a member of industry advisory committee, regular reading of industry journals, attending industry-related conferences, experimenting with new industry concepts (research) jointly with industry and engaging in industry-related research and publications.

3. **Undergoing workplace leave or placement.** This is where faculty gain leaves from employing institution to work on temporally basis in industry. The arrangement has been hailed to be a win-win-win situation. The industry wins in that they gain an employee or consultant that brings fresh ideas and innovations to the workplace. The faculty member wins in that he/she is updated with current technologies, methodologies and practices in

their discipline. The students gain by sharing with the faculty relevant experiences to what they are expected to do in the workplace.

Idaho State University (ISU) Handbook (2002) defines faculty workload as the total of the instructional, scholarly and professional service activities carried out by the faculty to the university. What constitutes full workload for full time faculty members will vary according to the discipline (applied sciences and social sciences), ranking of faulty member and the emphasis placed on various activities by the department, school, college and university. The workload tends to be classified in three broad based categories which may be called teaching, scholarship and service or instruction, research and creative works, and professional service as exemplified by the following typical workloads for a US university. In Kenyan public universities, different metrics such as Faculty Teaching Equivalent of Faculty (FTEF) are applied, but the extent to which this is consistently applied and its effectiveness is not fully established empirically.

Nagel (2001) has recommended ten points or areas that may be used to assess, evaluate and monitor faculty member's effectiveness, creativity and active participation in teaching at institutions of higher learning. The recommendations include:

1. Faculty members should submit an annual report indicating articles written or books chapters written for edited textbooks, consultancy activities for corporations or other entities that use academic knowledge, papers presented and speeches made in conferences, seminars and workshops.
2. Faculty members to be appointed on merit to tenured positions and merit ranks to bear correlation to data in annual reports presented in regression, correlation statistics or simple graphics.
3. Faculties and departments to have good facilities in terms of libraries, ICT workshops, laboratories, secretarial support and work offices.
4. Faculty members to access grant money not only for conducting research but also for hiring research assistants and engaging in businesses that rely on academic knowledge.
5. Faculty members to be involved in hiring of colleagues so that they recruit teams that they can work well together and that stimulates each other in creative work.
6. Faculty members to encourage good research students to work with them in joint projects and publish seminar papers jointly or separately.
7. Faculty members to keep on improving teaching methodology and pedagogy so that old courses are taught in new ways and technologies.
8. Faculty members to continuously present new research and creative ideas in class and to incorporate feedback in the project or research development.
9. Regular departmental meetings to be held to review faculty member's activities and productivity.
10. Finally, there should be departmental and/or faculty newsletter to present creative achievements realised by the department or faculty members.

The requirements on the part of faculty members make it very difficult to acquire, develop and retain them. The challenge faced by public universities in regards to faculty members is exacerbated by the rapid expansion of institutions of higher learning currently being witnessed in Kenya and the collaboration arrangement which necessitates that those who teach in those colleges must also measure up to universities standards and expectations. This paper therefore explores the concept of faculty member's competency with a view to identify the underlying issues that can be used to lay managerial strategies to mitigate against negative effects on quality of education in the institutions of higher learning.

6   Methodology

This being an exploratory study, an **Exposit Post Facto Design Methodology** was employed (Gravetter and Forzano, 2006). The **Constructivists Epistemology** which is **a phenomenological**

orientation to inquiry in which "meaning" is the prime focus and respondents' perception represents societies' views on issues from which meaning and action plans are inferred and constructed, was employed (Crotty, 1998). The development of the paper is based on **Experiential Heuristic Methodology** (Patton, 2003). Heuristic Methodology focuses on intense experiences and is a combination of personal experience and intensity that yields understanding of the essence of the phenomenon (Patton, 1990). The researchers are concerned with meanings not measurements, with essence not appearance, with quality not quantity and with experience not behaviour (Patton, 2003). The authors are lecturers in technology, human resources and business and economics at a public university and engage in part time teaching in other universities and collaborating colleges in Kenya, a case that promotes their use of their experiences and insights in analysing the effect of Module II Programmes and the rapid expansion of public universities by collaborating with private colleges and setting up of satellite campuses. Faculty members respondents (440) were sampled from public universities and collaborating colleges using **Incidental and Snowball Sampling** with 81 respondents returning the questionnaires which was deemed adequate since a return rate of 10 percent is acceptable (Kerlinger, 1986). **Questionnaires** were the data collecting tools used in data collection. The instruments were tested for content and construct validity and reliability during a pilot study after which research assistants were trained and deployed to personally administer the instruments and collect data. Data was analysed both **quantitatively and qualitatively** and **SPSS Program** was used to facilitate the analysis.

7 Study Findings

7.1 Faculty Members' Qualifications

Faculty members were asked to indicate their highest academics qualifications. The majority 41(50.6%) of the respondents who teach in the universities and collaborating colleges indicated they have masters degree with the distribution of other qualifications as shown in Figure 1.
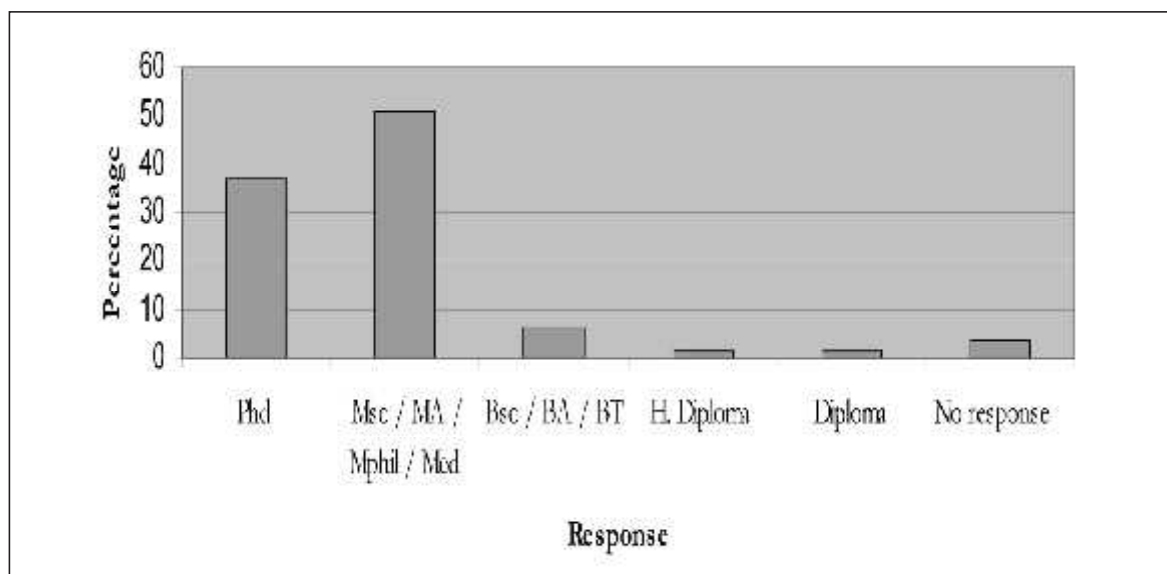

Figure 1: Academic Qualifications of Faculty Members.

This suggests that most of the faculty members in public universities in Kenya are masters degree holders with a significant proportion (38%) having Ph.D qualifications. This leads to the questions on how they are ranked or deployed in their various faculties.

The respondents were then asked to indicate their position or rank. Most (45%) indicated that they are ranked as lecturers. The distribution of the ranking is shown in Figure 2.
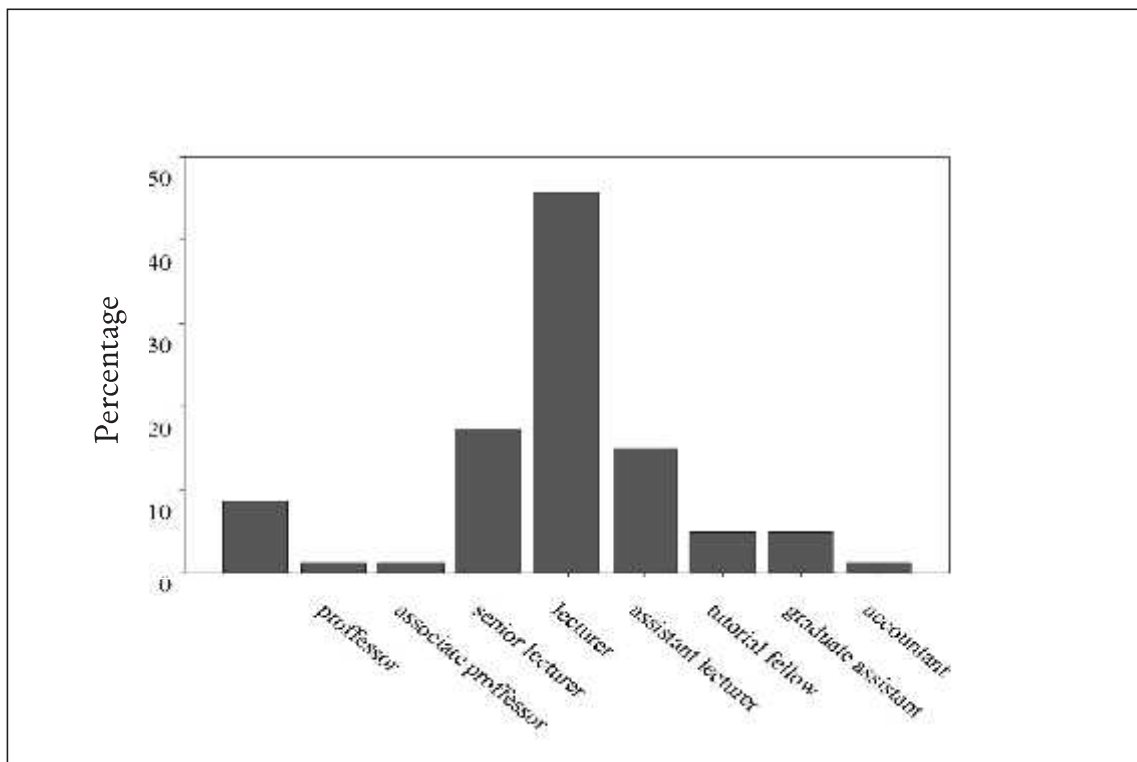
Figure 2: Current Employment Position or Rank of Faculty Member Respondents.

The findings suggests that there is an over concentration of the middle level faculty members especially lecturers (45%) in Kenya's public universities. This could mean that the upward mobility is limited, either due to faculty members' qualifications or that the members do not make efforts to go up the ranks as seen in the Figure 2 that shows almost less than 5 percent of faculty members are full professors.

The respondents were asked to indicate their terms of service. The majority 56 (69.1%) of the respondents indicated that they are on permanent and pensionable terms of service. A significant 9 (11.1%) work on contract terms while 13(16%) of the respondents indicated that they are on part-time arrangements.

7.2 Experience

On experience, the researcher sought to know the age of the respondents, the number of years they have worked, the number of years taught in current institutions of full time employment and the number of years worked in industry.

The findings indicate that the age of the respondents range from 22 to 65, years with the most frequent ages appearing between 30 and 50. The mean age is 39.48 years with a standard deviation of 9.87 years. The experience in teaching at university level ranges from 1 to 24 years with a mean of 9.06 years. The respondents in addition have experience in teaching in other institutions of 7.7 years on average.

Asked how much they earn from their full-time employment and also as part–time faculty members, the current minimum pay was reported to be Kshs 6,700 and the highest reported Kshs 180,000 per month. The average earnings were computed to be Kshs 88,276. On part-time payments earned from teaching Module II classes and other institutions, the minimum earnings reported were Kshs 2,000 and the maximum Kshs 120,000 with an average of Kshs 28,442.50 per month. This payment is low and would make attracting professionals from other sectors to teaching in public universities an uphill task, and at the same time put much pressure on the faculty members to work in many other institutions of higher learning in order to make ends meet and live to their status in society.

7.3   Exposure

On exposure, the respondents were asked to indicate their experience in terms of years worked in industry/government or business, number of consultancy and research projects undertaken for industry and the number of conferences attended in the last 2 years.

The experience of working in business/industry or government was reported to range from 0 to 22 years averaging 8.05 years. It is instructive to note that the majority 61(75.3%) of the respondents did not respond to the item suggesting that they had none (no experience) in the world of work other than teaching. On faculty members engagement in consultancy or research project for industry, the majority 50 (61.7%) of the respondents had none while those who had they ranged from one to 20 such projects with a mean of 6.16 projects.

Asked how many conference the respondents had attended, the majority 42 (51.9) of the respondents had attended none. Those who had, indicated that they had attended between 1 and 16 conferences with a mean of 3.64.

The findings indicate that the faculty members exposure and experience in the field of work other than teaching is wanting and suggests that to a large extent faculty members could be teaching theory with a disconnect with the practice in industry.

7.4   Workload

The respondents were asked to indicate their current workloads in terms of number of courses taught per semester, number of contact hours with undergraduate and postgraduate students, number of hours in supervision of student research dissertations and theses, number of hours engaged in scholarly work, and number of hours spent in performing departmental and or university wise duties. The most significant finding on this was the absence of systematic records to the extent that the respondents themselves did not have an answer at all. The general illustrative findings are as tabulated in Table 2.

Table 2: Descriptive Statistics on Lecturers' Attributes that Affect Education Quality.

Attributes	No.	Minimum	Maximum	Mean	Std. Deviation
General characteristics					
Indicate your age in years	67	24	65	39.48	9.87
Your current monthly pay in place of full employment	37	6700	180000	88276.08	41540.36
Average monthly pay in teaching Module II on part time	40	2000	120000	28442.50	22951.49
Work experience and exposure					
Experience in teaching at university level	63	1	24	9.06	6.50
Teaching in other institutions	44	1	25	7.70	6.01
Working in business/industry/ government	20	0	22	8.05	5.70
Consultancy/research projects	31	1	20	6.16	4.98
Number of publications books	17	1	6	2.53	1.46
Chapter in edited book	7	1	12	3.43	4.08
Articles in refereed journal	29	1	42	9.31	12.26

Attributes	No.	Minimum	Maximum	Mean	Std. Deviation
Conference attended in last 2 years	39	1	16	3.64	3.06
Number of articles published since appointment to that position	41	1	26	4.68	5.07
Workload					
Number of courses taught per semester in regular undergraduate programme	57	2	90	11.53	12.36
Number of courses taught per semester to Module II undergraduate programmes.	56	1	90	10.68	15.42
Number of courses taught undergraduate programmes as a part-timer in other departments	29	2	45	7.07	7.85
Number of courses taught per semester at post graduate level	32	2	90	10.72	17.40
Number of hours taught per semester to post graduates in other institutions	6	3	90	19.50	34.61
Number of hours spent supervising post graduate thesis work per week	46	1	50	6.50	7.79
Proportion of your total time spent on teaching duties	62	8	95	64.42	20.27
Number of hours spent in original research work	47	1	720	57.21	121.82
Number of hours spent in improvement/development of technologies	31	1	300	35.87	73.37
Number of hours spent in creative work performance	28	1	120	25.36	34.67
Number of hours spent on academic writing and original composition	43	1	240	32.95	52.72
Number of hours spent in presentation of scholarly work in conferences/workshops	36	1	100	14.14	18.92
Number of hours spent in investigation and research on improved pedagogy	32	1	60	13.25	16.05
Number of hours spent in interpretation and integration of knowledge	32	1	300	22.22	53.75

Attributes	No.	Minimum	Maximum	Mean	Std. Deviation
Number of hours spent in improvement of academic curricula	34	1	300	21.21	51.88
Number of hours spent in professional growth and development	37	1	300	30.43	53.43
Number of hours spent in participating in fellowship, grants prices awards and citations of faculty members works	27	1	100	18.33	27.56
Proportion of total time spent on scholarly research work in %	50	3	90	33.92	21.75
Number of hours spent in serving various departmental and university committees in hours	39	1	80	11.59	18.60
Number of hours spent in serving graduate students from outside the department	33	1	40	6.36	8.15
Number of hours spent serving professional societies and organisations	36	1	150	12.17	29.12
Number of hours spent serving in professional capacity addressing society and community needs	37	1	100	11.46	20.75
Number of hours spent serving as a faculty advisor for students organisations	31	1	80	6.61	14.36
Number of hours spent providing professional practices and responsibilities	24	1	300	30.29	74.53
The proportion of total time you spend in providing professional service in %	47	1	90	31.40	22.90

The most noteworthy thing about these indicators is that they are rarely recorded and tend not to be given emphasis both at university, school, department or individual level. Ogot (2002) noted that the quality of education in higher institutions could be questionable at present. The fact that there are inadequate facilities as well as personnel compared to the influx of students as a result of Module II is reason enough (Ogot, 2002). In addition, Ngolovoi (2006) argues that increased workload and lack of competence by some lecturers could be affecting the delivery of quality education to students in higher institutions in Kenya. The findings here indicate that the essential metrics for faculty workloads are not fully established and this could lead to both inequitable distribution, over-stretching some staff while others are relatively under utilised and ultimately poor quality.

7.5   *Faculty Self-Development Efforts*

On Self-Development activities going on, the faculty members indicated that the majority (72.8%) are undertaking Self-Development activities with 22(27.2%) pursuing doctoral studies. The other Self-Development activities are summarised in Table 3.

Table 3: Faculty Members on Going Self-Development Activities.

Self-Development activity	Frequency F	Percentage
Those with ongoing Self-Development activities	59	72.8
Pursuing Ph.D studies	22	27.2
Pursuing MPhil /Msc /Med studies	5	7.3
Pursuing CPS/CPA	2	2.5
Pursuing PG Diploma	2	2.5
Pursuing business administration course	2	2.5
Writing books	2	2.5
Carrying out a research project	1	1.2
Investing in company/college	2	2.5
Running business	3	3.7

The data in the table above suggests that most faculty members appreciate the need for Self-Development in order to not only keep abreast with what is current but also equip themselves with better skills to meet the demand of the work. When asked who finances the Self-Development activities, the majority 48(59.3%) indicated that they finance their own activities while a significant 14(17.3%) get funding from university staff development and research funds. The distribution of the respondents stated source of funding for Self-Development is as shown in Table 4.

Table 4: Financing of Faculty Members' Self-Development Activities.

Source of Funds	Frequency	Percentage
University staff development and research funds	14	17.3%
Allocations from Module II funds	5	6.2
Self financing	48	59.3
Donors/Outside grants/Sponsorship/Privately funded research projects	10	12.3

This finding suggests that, while the faculty members recognise the need to participate in Self-Development activities, the resources availed to them by their employing universities is inaccessible and hence many resort to activities that they are able to finance from their meagre resources as shown earlier. Most faculty members earn on average Kshs 88, 442 which is insufficient since a huge chunk of it is deployed for self-development. This could explain why the majority of the faculty members never rise beyond the lecturer level as shown earlier. This leads to the question; what benefits accrue from the funds received by public universities to the faculty members in as so far as Self-Development is concerned?

7.6 *Faculty Members' Assessment of Module II Contribution to Improvement of Resources for Improved Quality of Education*

Faculty members/lecturers were asked to rate the contribution of Module II Degree Programmes towards the improvement of some indicators of quality of education in the university. Most of them indicated positive assessment of the contributions as shown in Table 5, except on workloading where they did not agree that Module II Programmes have facilitated hiring part-time lecturers leaving full time lecturers with adequate time for research and other creative works. Lower workloads would also afford them time to acquire industry-based experience through some arrangements between industry and the university or paid leave of absence. The Module II Programmes would also be expected to generate funds that can be allocated to faculty members for Self-Development. A summary of **Descriptive Statistics Analysis** and one sample t test is shown in Table 5.

Table 5: Descriptive Statistics and one Sample t-test of Lecturer's Assessment of Module II Programmes Contribution to Improvement of Resources for Improved Quality of Education.

	Descriptive statistics			One sample t-test statistics	
	No.	Mean	Std. Deviation	t-value	p-value p- value
Fees from Module II Degree Programmes are used to compensate lecturers for any resulting overloads hence lecturers earn more and have better job satisfaction	76	4.2237	1.9973	.976	.332
Universities as a result of Module II Programmes are able to hire part time lecturers leaving tenured faculty members with adequate time for research and creative work hence better work performance	76	3.3289	2.0225	-2.893	.005*
Universities can now afford to give faculty member research grants and funds for research work, academic writing	75	2.9600	1.8704	-4.815	.000*
Universities hire Part time lecturers from industry and give full time faculty members workplace leave for much needed industry experience update on current technologies and improve curricula to match industry needs	75	2.8800	1.8885	-5.136	.000*
Enabled universities to finance regular newsletters, journals and other publications that facilitate sharing of research ideas	73	3.8630	1.9742	-.593	.555

$*$ = significant at α = 0.05.

Respondents were asked to rate these items on a **Five Point Lickert Scale** ranging from strongly disagree 1, to strongly agree 7. They were then subjected to a one sample t test with a test statistic of 4. The findings indicate that the respondents were noncommittal on whether things have improved in as so far as faculty members are now better compensated and those universities are now able to finance means of sharing research ideas. This implies that there are differences in the extent of distribution of resources between universities and institutions and even within a university some schools or departments are facilitated while others are not hence the mean score that is not significantly different from the test statistic (4). They are however categorical, that things have not improved in terms of availability of adequate time for research work, provision of research grants and also facilitation of lecturers to gain industrial workplace experience.

8 Conclusions

This study sought to explore the position of faculty members' qualification, experience, industrial exposure, workload, Self-Development efforts and the contribution of Module II Programmes towards the improvement of the faculty members.

The most significant and outright finding is the absence of a systematic form of faculty member's performance metrics. The universities do not seem to have a practical and well adopted method of measuring, assessing and monitoring the faculty member's performance and effectiveness. On qualification, the majority of the faculty members are Masters Degree holders with some teaching experience but have little or no exposure to the world of work in the fields they teach either in collaborative projects or workplace attachment. The workload is not fully defined nor does there seem to be records on the distribution of workloads equity and fairness both in sharing responsibilities and earnings from the Module II Programmes. Research, the mainstay of universities attainment of goals and objectives, is limited to the extent to which the majority of the faculty members can finance them from their meagre earnings. The income from Module II cannot be demonstrated to have significantly contributed to the improvement of faculty member's competency, effectiveness, acquisition and retention.

9 Recommendations

Given the conclusions drawn from this study, there is need to develop clear policies and administration strategies or mechanisms of ensuring competency and effectiveness of faculty members. Specifically:

1. A policy and mechanism is required for the minimum qualification for admission to teaching at the university level, transparent procurement and recruitment, merit ranking and promotional criteria. New appointments and promotions should be publicised regular with a list credentials, achievements and contributions to both the academia and industry for all faculty members to judge fairness for themselves.

2. There should be a clear policy on experience and exposure required for one to be appointed a faculty members as well as a mechanism for monitoring its implementation. This should include work experience in industry, government, business and or teaching prior to appointment as well as work placement (Industrial Attachment for faculty members), faculty-industry collaborative research work or implementation of technologies generated from the universities.

3. Contribution to the world of academia through publication of original works, participation in conferences and symposium, curriculum development and other creative works which should be provided for in workload assignment and monitored and reported regular through a school or department journal or newsletter.

4. Contribution from Module II Programmes should contribute equitably to the improvement of faculty members. This calls for policy guidelines on how each faculty members benefit to avoid scenarios where some benefit always while other do not at all due to various limiting factor.

5. Finally, there should be clear metrics on workloading with adequate documentation and monitoring ensuring a balance between teaching, student's supervision and mentoring, research and original works, administrative duties in the department, school and the university and work in and for the community, industry and society.

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