THE EFFECT OF INSTITUTIONAL OWNERSHIP ON ACADEMIC STAFF PRODUCTIVITY IN COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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ABSTRACT

The study looked at how the type of ownership of educational institutions influences the productivity of academic staff in colleges of education in southwest Nigeria. The research used a descriptive survey method. There were 5338 academic staff working in both public and private colleges in the region. To choose participants, a multistage sampling method was used. The study included 1026 people, which was made up of 100 department heads and 926 academic staff from 10 colleges selected based on convenience. A proportionate stratified sampling method and a purposive sampling method were used to pick the participants. A questionnaire called the Academic Staff Productivity Questionnaire was used to collect data. The data was analyzed using Analysis of Variance (ANOVA) with a significance level of 0.05. The results showed that F = 39.365 and p = 0.000, which means the null hypothesis was rejected. This shows that the type of ownership of educational institutions has a significant impact on the productivity of academic staff. The study suggested that owners of educational institutions, especially private ones, should offer better training programs to help improve the productivity of their academic staff.

Keywords: *Institutional ownership, Academic staff productivity, Colleges of Education.*

INTRODUCTION

It is not simply the duty of governments to ensure that their citizens have access to quality education. Quality education, from pre-K through college, is also supported in part by private individuals and organisations. The quality of instruction a school provides is highly dependent on its ownership structure. Many state-run universities struggle due to insufficient funding and other forms of assistance (Ekpoto and Bassey, 2018). Funding is contingent upon the ownership of the school, according to the mission statement of the Tertiary Education Trust Fund (2012). Companies pay taxes to the Federal Inland Revenue Service, and the majority of the money goes to publicly owned colleges. So, for government-owned universities, the TEFUND program primarily covers training, IT, and conference attendance. As a result, federally held institutions get higher financial benefits than their state-owned counterparts (Okpokam, 2014).

In their 2018 study, Ekpoto and Bassey investigated the impact of institutional ownership on the research practices of graduate students in the education departments of Nigerian universities located in Cross River State.

According to the authors, graduate students' research habits are significantly impacted by the ownership type of their university. Teachers at state universities' colleges of education were pointed out by Okafor (2011).

The primary motivation for establishing state-owned institutions, according to Belenzon and Schankerman (2007), is to meet the government's demand for labour. Thus, the research abilities and methods employed by staff members are substantially impacted by the identity of the institution's proprietor. Federally owned colleges have more qualified professors than state and private universities, according to Ebonugwo's (2008) study of public and private schools. Maybe this is because students are able to make better use of their research abilities in federal universities, which tend to employ more qualified faculty and have better facilities. The financial stability and school ownership seem to have an effect on the academic achievement of pupils.

This is demonstrated by the fact that Nigerian colleges of education receive funding from the federal government. Many state governments struggle to adequately fund their higher education institutions, which frequently results in issues, disruptions, and strikes. Typically, these problems disproportionately affect students. Important aspects of a school's structure, according to Cotton and Savard (2004), include the ownership, the buildings, and the resources available. The quality of education and research suffers when there is little funding for it, as pointed out by Ogomudia (2008).

There are primarily three areas where faculty members' productivity in higher education institutions can be measured: teaching, research, and community service. Academic personnel are primarily responsible for lecturing, although this role is undervalued. Teaching performance and other classroom behaviours are not taken into account when determining promotions or awards for university professors, according to Oranu (1983), who noted that the quality of teaching in Nigeria is poor. The emphasis instead falls on scholarly articles (Ofoegu, 2001). Many publicly funded colleges and universities are inefficient, and one reason is that they lack effective programs to foster the professional development of their faculty and staff (Agah, 2002). A study by Chukwuma and Japo (2015) examined the impact of academic staff development on production in state universities in Southwest Nigeria, lending credence to this hypothesis. Their research shows that university workers are significantly more productive when they receive training while they are on the job. Managers in the public sector frequently have less decision-making autonomy due to traditional HR positions, extensive staff procedures, and stringent government regulations (Rainey, 2009; Truss, 2008).

To stay competitive in the market, private organisations often aim to improve efficiency, productivity, and innovation. The focus of public and non-profit organisations is typically on making a positive social impact that aligns with their mission and objectives. Colleges and universities used to focus mostly on teaching, with research taking a distant second. Research has shown that academic production varies among different types of institutions, such as public and private schools, as well as between state and federal schools. Additionally, it was shown that the way an institution is owned correlates with the productivity of its employees. Understanding why institutions with good governance tend to be more fruitful is, hence, a major area of concern. Research on this topic is sparse, according to the studies that have addressed it. The researcher intends to address this knowledge vacuum by investigating the

relationship between institutional ownership and academic staff productivity in Southwest Nigerian colleges of education.

METHOLOGY

A descriptive design was employed in this investigation. All 5,338 faculty members from Southwest Nigeria's public and private colleges of education were considered for the population. There were a total of 1,026 participants, including 100 department heads and 926 faculty members selected from 10 regional colleges of education. Several rounds of sampling were employed in the selecting procedure. First, we employed a stratified sampling technique to classify education colleges as either public, private, or non-profit. In the second phase, ten colleges—two from the federal government, four from the states, and four from private institutions—were chosen using a proportionate random selection approach. In the third and final step, 926 faculty members from the chosen universities were selected using a stratified random sampling technique. The academic staff productivity was evaluated by selecting ten department heads from each college using a purposive sampling method. For this purpose, we utilised a survey instrument known as the Academic Staff Productivity Questionnaire (ASPQ). The tool was examined by experts to ensure its functionality and appearance. The reliability coefficient of the instrument was 0.84, meeting the study's criteria for validity, as determined by test-retest reliability, which was employed to ensure consistency. At the 0.05 threshold of significance, the hypothesis was tested.

The results obtained from the Academic Staff Productivity Questionnaire (ASPQ), namely from items 1 to 19. The items were evaluated on a scale ranging from 1 (very poor) to 5 (very good). Frequency counts, percentages, mean, and standard deviation were used to analyse the obtained data, as shown in table 1. Based on the average results, we can say that productivity levels are as follows: poor (1.00-1.49), fair (1.50-2.49), good (2.50-0.49), very good (3.50-0.49), and excellent (4.50-5.00).

Results

Question 1: What is the level of academic staff productivity in Colleges of Education in Southwest, Nigeria?

The Academic Staff Productivity Questionnaire (ASPQ) was used to gather responses for this question. The items were evaluated on a scale ranging from 1 (very poor) to 5 (very good). Table 1 shows the results of the data analysis, which included frequency counts, percentages, mean, and standard deviation. The average scores used as the basis for determining the degree of productivity: The scale goes as follows: 1.00–1.49% is considered poor, 1.50-2% is considered fair, 2.50%–3.99 is good, 3.50–4.99% is very good, and 4.50%–5.00 is excellent.

Table 1: Mean Rating of Academic Staff Productivity in Colleges of Education in Southwest,
Nigeria

S/N	ITEMS	Responses					Mean	S.D	Decision
		E (%)	VG (%)	G (%)	F (%)	P (%)			
	TEACHING								
1	Mastery of the subject matter.	352 (43.6)	385 (47.7)	56 (6.9)	12 (1.5)	2 (0.2)	4.33	.69	Very Good
2	Regularity at lecture	334 (41.4)	352 (43.6)	93 (11.5)	26 (2.9)	5 (0.6)	4.22	.80	Very Good
3	Enhancement of students' participation during his/her lecture.	387 (48.0)	250 (31.0)	136 (16.9)	25 (3.1)	9 (1.1)	4.22	.90	Very Good
4	Spending time with the students to impact them	372 (46.1)	272 (33.7)	134 (16.6)	12 (1.5)	17 (2.1)	4.20	.91	Very Good
5	Prompt marking of students' examination script.	365 (45.2)	251 (31.1)	163 (20.2)	21 (2.6)	7 (0.9)	4.17	.89	Very Good
6	Use of relevant materials to teach	298 (36.9)	372 (46.1)	117 (14.5)	9 (1.1)	11 (1.4)	4.16	.81	Very Good
7	Prompt computation of students result	345 (42.8)	272 (33.7)	156 (19.3)	25 (3.1)	9 (1.1)	4.14	.91	Very Good
8	Keeping of students' academic performance records.	275 (34.1)	319 (39.5)	182 (22.6)	14 (1.7)	17 (2.1)	4.02	.91	Very Good
9	Punctuality at lecture	153 (19.0)	221 (27.4)	304 (37.7)	87 (10.8)	42 (5.2)	3.44	1.05	Good
10	Contribution of the research publication to his/her professional growth and development	162 (20.1	209 (25.9)	292 (36.2)	83 (10.3)	61 (7.6)	3.41	1.12	Good
11	Coverage of course content	124 (15.4)	142 (17.6)	436 (54.0)	67 (8.3)	38 (4.7)	3.31	.98	Good
12	Prompt submission of examination questions.	110 (13.6)	163 (20.2)	304 (37.7)	215 (26.6)	14 (1.7)	3.18	1.03	Good
	RESEARCH								
13	Presentation of paper in peer reviewed conference proceedings.	295 (36.6)	295 (36.6)	163 (20.2)	27 (3.3)	27 (3.3)	4.00	1.0	Very Good
14	Application of research outcome to teaching/learning process.	246 (30.5)	315 (39.0)	159 (19.7)	40 (5.0)	47 (5.9)	3.85	1.09	Very Good
15	Workshop attendance.	167 (20.7)	412 (51.7)	143 (17.7)	68 (8.4)	17 (2.1)	3.80	.93	Very Good
16	Book writing	224 (27.8)	280 (34.7)	168 (20.8)	89 (11.0)	46 (5.7)	3.68	1.16	Very Good
17	Conference and seminar attendance.	138 (17.1)	281 (34.8)	212 (26.3)	133 (16.5)	43 (5.3)	3.42	1.12	Good
18	Accomplishing the job with enthusiasm	17 (2.1)	47 (5.8)	717 (88.8)	26 (3.2)	-	3.07	.41	Good
19	Adequate knowledge of students' project supervision.	78 (9.7)	168 (20.8)	296 (36.7)	233 (28.9)	32 (4.0)	3.03	1.02	Good
	TOTAL AVERAGE	**224 (27.8)**	**267 (33.0)**	**219 (27.1)**	**70 (8.7)**	**28 (3.4)**	**3.73**	**0.96**	**Very Good**

Key: E = Excellent, VG = Very Good, G = Good, F = Fair and P = Poor.

In Table 1, we can see that out of the 19 items tested, 12 were deemed very good (mean values: 4.33–3.68) and 5 were deemed good (mean values: 3.4– 3.03). The chart shows that faculty members in Southwest Nigerian colleges of education have the best subject-matter mastery, with a mean score of 4.33 (very good). They have a decent overall score of 3.03, but their expertise on how to oversee student projects is where they fall short. A very good rating is shown by the mean score of 3.73 on the overall scale. The academic staff's output in most of the Southwest Nigerian institutes of education that were sampled is thus quite good.

To determine the level of academic staff productivity, descriptive statistics were used to analyse the total scores for productivity. These statistics included the mean and standard deviation. The results showed that the staff was either moderately or very productive. A mean of 67.95 and a standard deviation of 6.64 were derived from this. Additional analysis using frequency counts and percentages was subsequently conducted using these values. Cutting the standard deviation from the mean yielded a low productivity threshold of 61.31 (67.95 - 6.64 = 61.31), whereas adding the mean and standard deviation yielded a high productivity cutoff of 74.59. That is why the range for low productivity is 19–61.31, moderate productivity is 61.32–74.58, and high productivity begins at 74.59. A range of 74.59 to 95 is observed in academic output. Table 2 and Figure 1 indicate the levels of academic staff productivity in Southwest Nigerian colleges of education.

Table 2. Descriptive Analysis of Academic Staff Productivity in Colleges of Education in Southwest, Nigeria

Academic Staff Productivity	Frequency	Percentage (%)
Low (19 to 61.31)	143	17.7
Moderate (61.32 to 74.58)	556	68.9
High (74.59 – 95)	108	13.4
Total	**807**	**100**

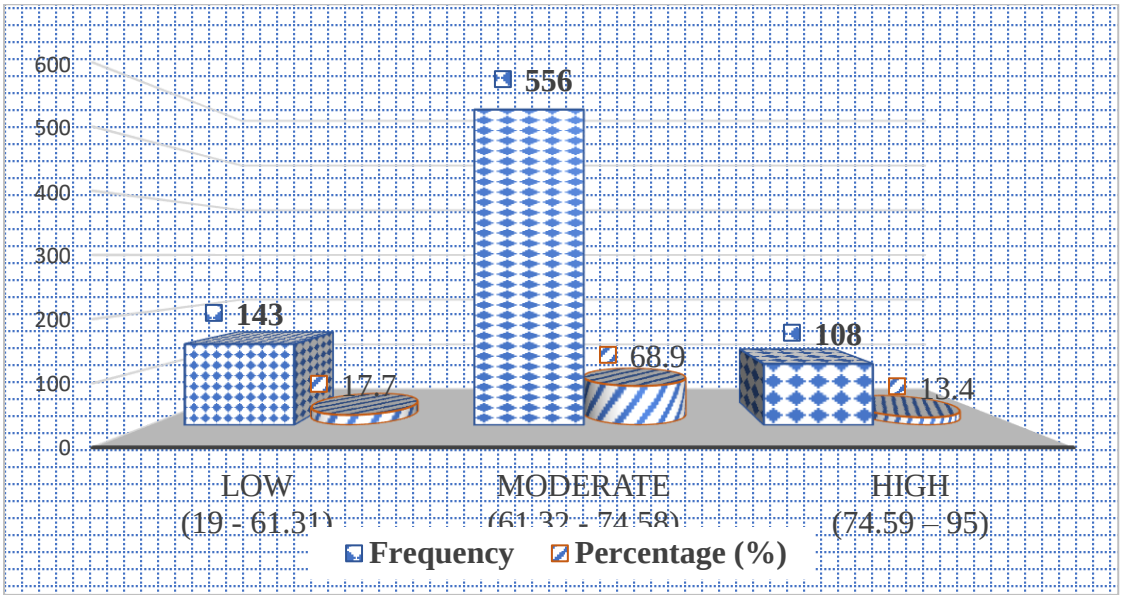

Figure 1. Academic Staff Productivity in Colleges of Education in Southwest, Nigeria.

Figure 1 and Table 2 indicate that 143 academic staff members, or 17.7 percent, were rated as having low productivity out of 807 staff members evaluated by the Head of Department. A moderate productivity grade was given to around 68.9%, or 556, and a high productivity rating was given to about 13.4%, or 108. This data suggests that academic staff at Southwest Nigerian colleges of education are moderately productive overall.

Hypothesis: Institutional ownership does not significantly affect the productivity of academic staff.

Answers to questions 1–19 of the academic staff productivity survey, particularly those in Section B (which addresses institutional ownership), were used to verify this.

Analysis of Variance (ANOVA) was used to examine the data, with a significance threshold of 0.05.
Table 3 displays the results of this study.

Table 3. ANOVA of the Influence of Institutional Ownership on Academic Staff Productivity in Colleges of Education in Southwest, Nigeria

Sources	SS	df	MS	F	Sig.
Between Groups	.703	2	.352	39.365*	.000
Within Groups	7.180	804	.009		
Total	7.883	806			

*p<0.05

According to Table 3, the p-value is 0.000 and the F-value is 39.365. The null hypothesis was rejected because the p-value of 0.000 is less than the significance level of 0.05. This indicates that academic staff output at colleges of education in Southwest Nigeria is significantly affected by institutional ownership. To pinpoint the source of this impact, a Scheffe Post Hoc Test was performed. Table 4 below displays the outcomes.

Table 4: Scheffe Post Hoc Tests of Institutional Ownership and Academic Staff Productivity in Colleges of Education in Southwest Nigeria

Institution Ownership	N	Mean	Federal	State	Private
Federal	153	72.87			*
State	426	72.92			*
Private	228	68.27	*	*	

*p<0.05

According to Table 4, academic staff output is significantly higher in public and state-owned schools of education as compared to private colleges. The output of federally and state-owned colleges, however, is very similar.

Discussion

According to the research, the level of faculty productivity at education colleges in Southwest Nigeria is significantly impacted by the ownership of those institutions. Colleges run by the federal government or by states have more productive faculty members than private universities, according to the statistics. This could be due, in part, to the fact that federal and state universities receive a disproportionate share of the budget. The Tertiary Education Trust Fund can also help these kinds of schools. It is reasonable to assume that TETFUND assists in providing training, ICT support, and conference funding, all of which are exclusive to government-owned universities. But the government does not foot the bill for private universities. Tuition and private donations cover the majority of operating costs, which might not be sufficient to ensure that faculty have access to cutting-edge resources for professional development such as workshops, research articles, and course materials. The lower productivity of academic personnel at private institutions compared to public colleges may be explained by this lack of support. Consistent with the findings of Iyang and Akpama (2002), this study confirms that organisations can no longer succeed without investing in their employees' continuous professional development.

Conclusion and Recommendation

Academic staff members' levels of production vary depending on the nature of their employer, according to the study. In southwest Nigeria, state colleges of education tend to produce more productive educators than their private sector counterparts. Owners of educational institutions, particularly private colleges, should provide personnel with opportunities for training and development on a regular basis to improve performance due to this. It would be fair to include private universities in TETFUND as well. Teachers can also benefit from incorporating the study's findings into their own pedagogical practices.

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