

**INFLUENCE OF INSTITUTIONAL OWNERSHIP ON TEACHING STAFF
PRODUCTIVITY IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA**

Olorode, Okunade Adelayo

Department of Curriculum and instructions School of General Education The College of Education
Lanlate, Oyo state.

ABSTRACT

This study examined the influence of institutional ownership on teaching staff productivity in Colleges of Education in South-West, Nigeria with focus on personnel welfare, academic environment and leader characteristics. The study adopted descriptive survey research design. The population for the study was four thousand, two hundred and ninety-five (4,295) teaching staff from Colleges of Education in south-west, while the sample consisted of one thousand, one hundred and sixty-one (1,161) teaching staff from the sampled colleges of Education using 60% proportional sampling technique. The instruments for collection of data are; Teaching Staff Welfare Questionnaire (TSWQ), Academic Environment Questionnaire (AEQ), Leadership Characteristics Questionnaire (LCQ) and Teaching Staff Productivity Scale (TSPS). Data collected were analysed using Multiple Regression Analysis (MRA) at 0.05 significant level. Three null hypothesis were formulated for the study. The result showed that there was a significant influence of institutional ownership (federal, state and private) on the joint contributions of personnel welfare, academic environment and leader characteristics on the teaching staff productivity with $f=831.935, 463.943$ and $906.844, p<0.05$ respectively. Based on the findings, the study concluded that there was a significant influence of institutional ownership on teaching staff productivity in Colleges of Education in south-west, Nigeria. The study then recommended that; the federal, and state governments should put more funds into running of Colleges of Education in the area of provision teaching facilities for better and improved productivity; when institutions are to be established, consideration should be given to conducive environment in all its ramifications to make teaching and learning easier for better students' learning outcome, among others.

Keywords: Influence, institutional ownership, Teaching staff, Productivity.

1. INTRODUCTION

The importance of academics in nation building cannot be over emphasized. They have important roles to play in imparting quality education in the training of children to earn gainful living and economic prosperity in the fast-changing world. The quality of education and learning outcome of students rest heavily on the ability of teachers to perform their duties adequately to achieve the set goals.

Teaching staff in Colleges of Education are the main agents directly involved in transforming students into teachers. The fulfillment of these roles depends to a large extent on teaching staff productivity. Studies have attested to the significance and the cardinal role of teaching staff productivity in education growth and development (Emunemu&Isuku, 2012). Effective utilization of the intellectual ability of the teaching staff is an important tool in the development of the Colleges of Education and the society at large (Tijani, 2015).

Fawole (2008) described a productive academic staff as one with innate disposition, which can take the forms of talent, aptitude, ability to sympathise, emphasise and establish rapport with others, a helping spirit, imaginative decision-making potential and in sum, a genial and charismatic personality.

Teacher's productivity has attracted enormous attention at all levels of education globally. The reason is not far fetched from the fact that it constitutes the fulcrum through which investment in education is transformed into reality (Alimba,2013). Teaching staff productivity is a very important component of a school's effect on students' learning.

Adu, Titilola,and Ifeoma(2013) stressed that teacher productivity is very crucial because of its apparent direct relationship with the standard of education eventual long-term effect on the future of labour force. Teacher's productivity depends on a number of factors or variables among which are; professional training, academic environment, type of ownership, infrastructure among others.

Ownership of Colleges of Education refers to the controller, financier, the visitor to the institution and nature of establishment. Public institutions are those controlled and supported by the government of the nation or state, while private institutions are those that are not administered by local, state or federal government (Eze, 2010). Generally, institutions (Colleges of Education) can be owned by either the federal government, state government or private proprietors.

The ownership of Colleges of Education to some extent will influence the teaching staff productivity in the area of personnel welfare, academic environment and leader characteristic, either positively or negatively. The study carried out by kipkebut(2010) on organizational commitment and job satisfaction in higher institutions in Kenya revealed that employees' from private institutions were more committed and satisfied with their job than those from public institutions.

Skawa and Watanabel (2020) in their study carried out on the institutional ownership and firm performance in Japan, found out in their study that institutional ownership and foreign stakeholders are as effective as monitors in Japanese companies. Adu (2017) in his study on institution, personal and reward system factors as determinants of Teachers' productivity in secondary schools in oyo state ,using survey research design and a simple non-experimental study found out that institutional factors ($B=0.08$; $t=-1,27$; $p>0.05$) were relatively not significant to teachers' productivity.

Objectives of the study

The main objective of the study was to examine the influence of institutional ownership on teaching staff productivity in Colleges of Education in south-west, Nigeria.

Statement of the problem

Teaching staff productivity in Colleges of Education has become a serious concern to stakeholders in education. This is evident from complain about low quality of graduates being turned out on yearly basis into labour market, which must be as a result of some factors. This study then examined the influence of institutional ownership on teaching staff productivity in Colleges of Education in south-west, Nigeria.

Significance of the study

The findings of this study should sensitise the owners of Colleges of Education(federal, state and private), policy makers and the entire Nigerian populace on the need to effectively take concern on the teaching staff productivity in Colleges of Education.

Scope of the study

The study is delimited to the influence of institutional ownership on teaching staff productivity in Colleges of Education in south-west, Nigeria. However, the study id delimited to teaching staff in public and private Colleges of Education, focusing on personnel welfare, academic environment and leader characteristics.

Hypotheses

Three null hypotheses were formulated for this study and tested at 0.05 level of significance.

Ho1: There is no significant influence of composite contribution of personnel welfare, academic environment and leader characteristics on the prediction of federal Colleges of Education teaching staff productivity in south-west, Nigeria.

Ho2: There is no significant influence of composite contribution of personnel welfare, academic environment and leader characteristics on the prediction of state Colleges of Education teaching staff productivity in south-west, Nigeria

Ho3: There is no significant influence of composite contribution of private Colleges of Education teaching staff productivity in south-west, Nigeria.

2. METHODOLOGY

The study used descriptive survey design. The population for the study was four thousand, two hundred and ninety-five(4,295) teaching staff in Colleges of Education in south-west, geo-political zone. Three states of Lagos, Ogun and Oyo were selected from the six states in the zone based on the establishment of Colleges of Education by federal, state and private proprietors. Nine Colleges of Education were selected, one federal one state and on private from each of the sampled states. One thousand, one hundred and sixty-one (1,161) respondents were selected

using 60% proportional sampling technic from among the Heads oh department and other teaching staff. Multiple Regression Analysis(MRA) was used to analyse the null hypotheses at 0.05 level of significance.

Instrumentation

Questionnaires were used the instruments used for data collection for the study. They are; Teaching Staff Welfare Questionnaire (TSWQ),Academic Environment Questionnaire (AEQ),Leader Characteristics Questionnaire (LCQ) and Teaching Staff Productivity Questionnaire (TSPS).

3. RESULTS

Ho1: There is no significant influence of composite contribution of personnel welfare, academic environment and leader characteristics on the prediction of federal Colleges of Education teaching staff productivity in south-west, Nigeria.

Table 1:Summary of multiple regression showing joint influence of the personnel welfare, academic environment and leader characteristics on the prediction of federal Colleges of Education teaching staff productivity in south-west, Nigeria

ANOVA.

Model		Sum of squares	df	Mean square	f	Sig.
Federal R=.907	Regression	126378.896	3	42126.299	831.935	0.000b
	Residual	27090.545	535	50.637		
R(square)= .823 R(square adj)= .822 Std.error =7.116	Total	153469.441	538			

Source :Aurthor’s Field report

Table 1 revealed the joint contribution of the personnel welfare, academic environment and leader characteristics on teaching staff productivity based on institutional ownership (federal).The result yielded a coefficient of regressions R=0.907,and r-square =0.823. This suggests that the federal ownership on the tree predictors combined accounted for 82.3% (adjusted R-square=.822) variance in the prediction of teaching staff productivity. The ANOVA result from the regression analysis showed that there was a significant joint contribution of the personnel welfare, academic environment and leader characteristics on teaching staff productivity (F(3,535)=831.935, p<0.o5). The null hypothesis therefore was rejected.

H02: There is no significant influence of composite contribution of personnel welfare, academic environment and leader characteristics on the prediction of state Colleges of Education teaching staff productivity in south-west, Nigeria.

Table 2: Summary of multiple regression showing the joint influence of personnel welfare, academic environment and leader characteristics on the prediction of state Colleges of Education teaching staff productivity in south-west, Nigeria.

ANOVA

Model		Sum of squares	df	Mean square	f	Sig.
state	Regression	42224.568	3	14074.856	463.943	.000b
R =.949 R-square = .901 R-square adj =.899 Std error =5.508	Residual	4641.633	153	30.337		
	Total	46866.201	156			

Source : Author’s field report, 2020

Table 2 revealed that the result yielded a coefficient of multiple regressions $R=0.949$ and $R\text{-square} =0.901$. This suggests that the influence of state ownership on the three predictors combined accounted for 90.1 % ($R\text{-square adj}=.899$)variance in the prediction of teaching staff productivity. The ANOVA result from the regression analysis showed that there was a significant joint contribution of the personnel welfare, academic environment and leader characteristics on teaching staff productivity, $f(3,153)= 463.943, p<0.05$. Therefore, the null hypothesis was rejected.

Ho3 : There is no significant influence of composite contribution of personnel welfare, academic environment and leader characteristics on the prediction of private Colleges of Education teaching staff productivity in south-west, Nigeria.

Table 3 : Summary of multiple regression showing the joint influence of personnel welfare, academic environment and leader characteristics on the prediction of private Colleges of Education teaching staff productivity in south-west, Nigeria.

ANOVA

Model		Sum of Squares	df	Mean Square	f	Sig.
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Private R=.946 R-square=.895 R- square(adj)=.894 Std. error=5.520	Regression	82882.754	3	27627.585	906.844	.000c
	Residual	9688.072	318	30.466		
	Total	92570.826	321			

Source : Author’s field report, 2020

Table 3 also revealed that the result yielded a coefficient of multiple regressions $R=0.946$ and $Rsquare=0.895$. This suggests that the influence of private ownership on the three predictors combined accounted for 89.5% ($adj.Rsquare=.894$) variance in the prediction of teaching staff productivity. The ANOVA result from the regression analysis showed that there was a significant joint contribution of the personnel welfare, academic environment and leader characteristics on teaching staff productivity, $f(3,318)=906.844, p<0.05$. The null hypothesis was therefore rejected.

Discussion of Findings

The result of the findings agreed with the work of Kipkebut (2010) on organizational commitment and job satisfaction in higher institutions in Kenya, which revealed that employees from private institutions were more committed and satisfied with their job than employees from public institutions.

The result also agreed with that of Sakawa and Watanabel (2020) on institutional ownership and firm performance in Japan which found out that institutional ownership are as effective as monitors in Japanese corporations. The result was slightly differs from the work of Adu (2017) whose work on institutional, personal and reward system found out that institutional factors were not relatively significant to teacher productivity, among others.

From the result generally, private ownership was found to be more potent compared to federal and state ownership, while federal was more potent than state. The results indicated that private and federal Colleges of Education are having better productivity than state, which may be due to the fact that state Colleges of Education have less resources than private and federal Colleges of Education in south-west, Nigeria.

4. CONCLUSION

From the findings, the study concluded that the influence of institutional ownership was very significant on teaching staff productivity when the three predictors of personnel welfare, academic environment and leader characteristics are combined. However, private institution ownership was found to be more potent than federal and state ownerships, indicating that the private institutions enjoys more resources than the other two.

5. RECOMMENDATIONS

Based on the result of findings the following recommendations are made:

- That the Federal and State governments should put more funds into running Colleges of Education in the area of provision of teaching facilities for better and improved productivity.
- That when institutions are to be established, conducive environment should be mostly considered so as to make learning and teaching easier for better students' learning outcomes.
- That the College management teams of both public and private Colleges of Education should see to provision of good leadership examples to other teaching staff for them to uphold to make it possible for achievement of mission and visions of Colleges of Education.

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