

Institutional Factors and Lecturer Productivity in Public Colleges of Education in South-East, Nigeria

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Abstract

The study investigated institutional factors and lecturer productivity in public colleges of education in South-East Nigeria. The descriptive research design of the survey type was adopted for the study. The sample for this study consisted of 600 lecturers and 60 heads of department, making a total of 660 research subjects. Multi stage sampling procedure was used for the study. The first stage involved the use of a simple random sampling technique for the selection of three states out of the six states in Southeast Nigeria. At the second stage, a stratified random technique was used in selecting three Federal and three State Colleges of Education. The third stage involved the use of a proportionate sampling technique to select 600 lecturers across the selected Colleges of Education, while 10 Heads of Departments was purposively selected from each of the selected six colleges of education to assess lecturer productivity, making a total number of 660 respondents. Two self-constructed instruments were used for data collecting which was “Institutional Factors Questionnaire” (IFQ) and “Lecturer Productivity Assessment Questionnaire” (LPAQ). The two instruments were subjected to screening by expert to ascertain the face and content validity. Also, a pilot test was conducted to ensure the reliability of the instruments. The instruments were administered to 60 lecturers and 6 heads of departments were drawn from 2 public colleges of education outside the study area. The instrument was administered twice within an interval of two weeks. The data collected on the two tests were analyzed using Pearson Product Moment Correlation. Reliability Coefficients of 0.86 and 0.89 were obtained for IFQ and LPAQ, respectively. The co-efficient values were adjudged to be high enough to make both instruments reliable and useful for the study. All hypotheses were tested at 0.05 level of significance. Findings revealed that the level of lecturer productivity in public Colleges of Education in South-east Nigeria was moderate. It also revealed that there was positive relationship between instructional resources and lecturer productivity. It was then recommended that provision of physical facilities should be given adequate attention in order to improve lecturer productivity and adequate budget allocation for running the system should be put in place

Keyword: Institutional Factors, Lecturer Productivity, Physical Facilities, Instructional Resources, Budget Allocation

Introduction

Education is a tool for achieving intellectual, moral, economic, social and cultural development of a nation (Odunlami, 2019). Education plays a vital role in shaping tomorrow's leader. Its increased knowledge to actively achieve and meet challenges that produce change which are productive for attaining business innovation, sociopolitical, goals and objectives. "Education is the most important weapon which one can use to change the world" this simple statement by South African's first democratically elected president, Nelson Mandela, expresses a fundamental truth of the world- something as simple as education can change everything. Torani et. al. (2019) asserted the importance of education to an individual and the society at large cannot be overemphasized. He further stated that education is as important as the air we breathe; it is the most important possession a person must have. It is beneficial in many aspects of life especially, personally, socially, economically and politically. The idea of teacher training took its' root from the need to train people to lead the missionary crusade of propagating the gospel during the early Christian missionary era (Fafunwa, 2018). . Holders of Nigeria Certificate in Education (NCE), the minimum teaching qualifications in Nigeria, have key roles to play in the provision of functional education in the country.

The Federal Republic of Nigeria (2014) stated that the goals of tertiary education shall be to contribute to national development through high level of relevant manpower training, to develop, and inculcate proper values for the survival of the individual and society, to develop the intellectual capacity of individuals, to acquire both physical and intellectual skills which enable individuals to be self-reliant and become useful members of the society. Basically, the main objective of colleges of education is to produce quality and competent teachers for primary and junior secondary schools.

Employers of labour often complain of the product of colleges of education that some of the products are half-baked graduates. Could the complaint be as a result of low productivity on the part of their lecturers? Productivity for most of any academic system should be the measurement of effective teaching and a careful understanding of what students learn, as well as ensuring that students who enter higher education complete their studies. The fulfillment of these roles depends to a large extent on lecturer productivity (Munna & Kalam, 2021). The lecturer is the main agent directly involved in transforming the students into an educated fellow.

Kaniki (2016) described lecturer productivity as the efficiency with which lecturers perform their multiple responsibilities of learning (product of teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities). Lecturer productivity could be ascertained in terms of teaching, research and community services which seem to be declining in public colleges of education in southwest, Nigeria. Lecturer productivity can be attributed to various factors like: societal factors, institutional location, teaching and learning policies, and institutional factors. Among these factors, institutional factors appear to be the prominent problem militating against lecturer productivity in public colleges of education in southeast, Nigeria. Resources constitute a major strategic factor in organization settings. Organization resources are all assets that a corporation has and are available to use in the production process.

Akomolafe & Adesua (2016) observed that physical facilities such as libraries, lecture halls, laboratories, and office computers are also essential for enhancing lecturer productivity. Experience has shown that, it is not uncommon to see dilapidated buildings with falling off roofs, ceilings, broken windows and doors and floor with portholes. It has been observed that acute shortage of educational facilities in public colleges of education in Nigeria could be a bane to lecturer productivity. In educational organization, the raw materials required are textbooks, chalks, chalkboard, instructional materials of different types, writing materials and others (Togunloju, 2016). The buildings are classrooms, conveniences (toilets), staff rooms, libraries, laboratories and school halls. The use of the instructional resources is extremely advantageous in improving the understanding and memory of the learners and simplifying complex and difficult ideas.

Ahmed & Okoye (2024). reported that one reason that the government is unwilling to allocate more money to education is because of the inflationary trend and other important pressing social services cropping up from various sectors of the economy. In the same vein, Ibukun (2000) declared that “education in Nigeria is inadequately funded due to the rising cost of resources for learning, skyrocketing enrolment of students and the galloping inflation within the country”.

It appears that there has been unpredictable and inconsistent budgetary allocation into colleges of education in Nigeria. Tertiary education in Nigerian in this context is the education given after Post Basic Education in institutions such as Universities and Inter-University Centre, Innovation Enterprise Institutions (IELS), and Colleges of Education among others (FRN, 2013). To achieve these laudable goals, fund is needed through adequate budgetary allocation that will embrace and accommodate research and development; provision of high standard quality of facilities, resource; staff welfare and development; access to training funds by Tertiary Education Trust Fund (TETF); scholarship and students loan. Tertiary institutions may not explore these areas of the above goals if they are underfunded especially when allocation is static with increased enrollment of students and staff disposition. Underfunding has remained the cog in the Nigeria education system (Federal Ministry of Education 2004 and Nwite 2016).

Nagy, et. al. (2023). Stated that physiological methods of improving employee's productivity are great, but they are useless without the right tools. Experience has shown that employees perform better on the job when the work environment is favourable which reduces high absenteeism from work, sabotage among others (Oludeyi, 2015). It has been observed that work place and better physical environment of office boost the employee and ultimately improve their productivity. A better work place produces better results. The provision of a suitable physical work environment for lecturers is one of the contributing factors to employees' dignity at work and productivity (Obadaya, 2016).

Statement of Problem

Employers of labour often complain of the product of colleges of education that some of the products are half-baked graduates. Could the complaint be as a result of low productivity on the part of their lecturers? Productivity for most of any academic system should be the measurement of effective teaching and a careful understanding of what students learn, as well as ensuring that students who enter higher education complete their studies. Physical facilities available in most public colleges of education seems to be inadequate and in deteriorating state to enhance lecturer productivity. Experience has shown that, it is not uncommon to see dilapidated buildings with falling off roofs, ceilings, broken windows and doors and floor with portholes. Moreover, most libraries in colleges of education in the country are stocked with obsolete text books, while current journals and text books are lacking.

Instructional resources are the operational inputs, which enable a teacher to achieve some level of instructional efficiency and effectiveness. It is believed that higher education is dependent on the quality and quantity of human and material resources put in place in institution of higher learning which seems to be lacking in most public colleges of education in Nigeria. Experience has shown that inadequate instructional resources seem to be responsible for lecturer productivity in public colleges of education. It is against this background that this study investigated institutional factors and lecturer productivity in public colleges of education in south-east, Nigeria.

Objectives of the Study

The main objective of the study was to examine the relationship between institutional factors and lecturer productivity in public colleges of education in south-east, Nigeria. Specifically, the study:

1. assessed how the provision of physical facilities correlates with lecturer productivity.
2. examines how the provision of instructional resources correlates with lecturer productivity in colleges of education, south-east, Nigeria.
3. investigate budgetary allocation and lecturer productivity.

Research Question

The following research question was raised to achieve the purpose of the study.

1. What is the level of lecturer productivity in public colleges of education in south-east, Nigeria?

Research Hypotheses

The following hypotheses were formulated for this study.

1. There is no significant relationship between institutional factors and lecturer productivity in public college of education in South-east, Nigeria..
2. There is no significant relationship between physical facilities provided and lecturer productivity.
3. There is no significant relationship between provision of instructional resources and lecturer productivity.
4. There is no significant relationship between budgetary allocation and lecturer productivity

Methodology

The descriptive research design of the survey type was adopted for the study. Descriptive research was considered appropriate because it focuses on the observation and perception of existing situation, describes and interprets what is concerned with issues, conditions, practices. The population of this study consisted of 4,098 Lecturers in all the 9 public colleges of education in southeast, Nigeria as at the time of this study. The public colleges of education were made up of four Federal Colleges of Education and Five State Colleges of Education. The sample for this study consisted 600 lecturers and 60 heads of department making a total of 660 research subjects. Multi stage sampling procedure was used for the study.

The first stage involved the use of a simple random sampling technique for the selection of three states out of the six states in Southeast Nigeria. At the second stage, stratified random technique was used in selecting three Federal and three State Colleges of Education. The third stage involved the use of proportionate sampling technique to select 600 lecturers across the selected Colleges of Education while 10 Heads of Departments was purposively selected from each of the selected six colleges of education to assess lecturer productivity; making a total number of 660 respondents.

Two self-constructed instruments were used for data collecting which was “Institutional Factors Questionnaire” (IFQ) and “Lecturer Productivity Assessment Questionnaire” (LPAQ). The first instrument (IFQ) was divided into two sections (A & B). Section A elicits information on the demographic data of the respondents while Section B contains 50 items on Institutional Factors. Section B made use of 4 scale rating from Strongly Agree (SA), with 4 points; Agree (A) with 3 points; Disagree (D) with 2 points; and Strongly Disagree (SD) with 1 point. The two instruments were subjected to screening by expert to ascertain the face validity and contents validity. Also, a pilot test was conducted to ensure the reliability of the instrument. The instruments were administered to 60 lecturers and 6 heads of departments were drawn from 2 public colleges of education outside the study area. The instrument was administered twice within an interval of two weeks. The data collected on the two tests were analyzed using Pearson Product Moment Correlation. Reliability Coefficients of 0.86 and 0.89 were obtained for IFQ and LPAQ, respectively. The co-efficient values were adjudged to be high enough to make both

instruments reliable and useful for the study. All hypotheses were tested at 0.05 level of significance,

Results

Research Question: What is the level of lecturer productivity in public colleges of education in south-east, Nigeria?

Table 1: Level of Lecturer Productivity in Public Colleges of Education in South-east, Nigeria

Level of Lecturer Productivity	Frequency	Percentage (%)
Low (20 - 90.30)	114	18.10
Moderate (90.31 – 300.80)	320	50.79
High (300.81 - 630)	196	31.11
Total	630	100

Table 1 showed the level of lecturer productivity in Public Colleges of Education in Southeast, Nigeria. The result revealed that, 114 representing 18.10% had low productivity assessment. Those who had moderate level of productivity assessment were 320 representing 50.79% while 196 representing 31.11% had high level of productivity assessment. This implied that the level of lecturer productivity in public Colleges of Education in Southeast, Nigeria was moderate.

Hypothesis 1: There is no significant relationship between institutional factors and lecturer productivity.

Table 2: Institutional Factors and Lecturer Productivity

Variable	N	Mean	SD	r	P-value
Institutional factors	630	156.73	11.98	0.919*	0.000
Lecturer Productivity	630	98.77	7.45		

* $P < 0.05$

Table 2 showed there was a significant positive relationship between institutional factors and lecturer productivity in public colleges of education in South-east, Nigeria ($r=0.919$, $p< 0.05$).

The positive relationship implies that effective functioning of institutional factors would yield positive improvement in lecturer productivity. Therefore, the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between physical facilities provided and lecturer productivity.

Table 3: Physical Facilities and Lecturer Productivity

Variable	N	Mean	SD	R	p-value
Physical Facilities	630	13.46	2.53	0.709*	0.001
Lecturer Productivity	630	98.57	7.45		

* $P < 0.05$

Table 3 showed that there was a significant positive relationship between physical facilities and lecturer productivity in public colleges of education in South-east, Nigeria ($r = 0.709$; $p < 0.05$). The positive relationship implies that provision of physical facilities will bring about improvement in lecturer productivity. Thus, the null hypothesis was rejected.

Hypothesis 3: There is no significant relationship between instructional resources and lecturer productivity.

Table 4: Instructional Resources and Lecturer Productivity

Variable	N	Mean	SD	R	p-value
Instructional Resources	630	10.25	3.55	0.600*	0.000
Lecturer Productivity	630	98.57	7.45		

* $P < 0.05$

Table 4 showed there was a significant positive relationship between instructional resources and lecturer productivity in public colleges of education in Southeastern Nigeria ($r = 0.600$; $p < 0.05$). The positive relationship implies that availability and effective utilization of instructional resources will yield a high degree of lecturer efficiency and effectiveness which will aid productivity. Therefore, the null hypothesis was rejected.

Hypothesis 4: There is no significant relationship between budgetary allocation and lecturer productivity

Table 5: Budgetary Allocation and Lecturer Productivity

Variable	No	Mean	SD	R	p-value
Budgetary Allocation	630	10.76	2.81	0.482*	.000
Lecturer Productivity	630	98.57	7.45		

* $P < 0.05$

Table 5 showed there was significant positive relationship between budgetary allocation and lecturer productivity in public colleges of education in Southeastern Nigeria ($r = 0.482$; $p < 0.05$). This implies that adequate budgetary allocation to various departments in colleges of education would boost lecturer productivity. Thus, the null hypothesis was accepted.

Discussion of Findings

The findings revealed that the level of lecturer productivity in public Colleges of Education in South-east Nigeria was moderate. The relatively moderate level of lecturer productivity is in line with Kaniki (2016) described lecturer productivity as the efficiency with which lecturers perform their multiple responsibilities of learning (product of teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities).

It was equally revealed from the study that there was significant relationship between institutional factors and lecturer productivity. This implies that effective functioning of institutional factors will continuously yield positive improvement in lecturer productivity in teaching, research and community services. This is in consonant with Nagy, et. al. (2023). stated that physiological methods of improving employee's productivity are great, but they are useless without the right tools.

It was also discovered from the study that there was positive relationship between physical facilities and lecturer productivity. The positive relationship implies that adequate provision of standard facilities will bring about improvement in lecturer productivity in teaching, research and community services. Thus, provision of standard physical facilities in schools is a tool which can be used to exert a positive influence on lecturer productivity, particularly among lecturers of colleges of education. Akomolafe & Adesua (2016) Observed that physical facilities

such as libraries, lecture halls, laboratories, and office computers are also essential for enhancing lecturer productivity.

It was revealed from the study that there was positive relationship between instructional resources and lecturer productivity. The positive relationship implies that instructional resources are the operational inputs, which enable a teacher to achieve some level of instructional efficiency and effectiveness. In educational organization, the raw materials required are textbooks, chalks, chalkboard, instructional materials of different types, writing materials and others (Togunloju, 2016).

The findings further revealed relationship between budgetary allocation and lecturer productivity. The positive relationship implies that adequate budgetary allocation for the running of the system will boost lecturer productivity. Thus, the relationship between budgetary allocation and lecturer productivity was to a large extent connected.

Recommendations

Based on the findings of this study the following recommendations were made:

- Provision of physical facilities should be given adequate attention in order to improve lecturer productivity.
- Adequate budgetary allocation for the running of the system should be put in place in order to boost lecturer productivity in terms of teaching, research and community services.
- Government should ensure adequate finance and supply of essential instructional resources and facilities needed in colleges of education for effective teaching and learning.

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