

## ***Institutional Factors and Teaching Effectiveness in Public Colleges of Education in Southwestern Nigeria***

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### **Abstract**

*This study examined the influence of institutional factors on teaching effectiveness in public colleges of education (PCoEs) in Southwestern Nigeria. A survey research design was adopted. Four states which are Lagos, Oyo, Ogun, and Osun were purposively selected from the six states in Southwestern Nigeria based on the presence of federal and state PCoEs. The ten PCoEs in these states were enumerated. The proportionate sampling technique was used to select 673 (30%) academic staff and 1,389 (10%) final-year students, while simple random sampling was used to select 40 departments (one per school, four per college). The instrument used was Institutional Factors Questionnaire (IFQ). Data was analyzed using descriptive statistics. Findings revealed that the level of In-Service Training ( $\bar{x} = 3.49$ ) was high, while Information and Communication Technology Facilities ( $\bar{x} = 2.05$ ) were low against the threshold of 3.0. The findings further indicated that ICT facilities and in-service training influenced teaching effectiveness in public colleges of education in Southwestern Nigeria. The study recommended that the management of colleges of education should strengthen these factors to improve teaching effectiveness and enhance academic staff productivity.*

**Keywords:** institutional factors, in-service training, information communication technology, teaching effectiveness, ict.

### **Introduction**

The growth of Colleges of Education (CoEs) is significantly influenced by the teaching effectiveness of academic staff. They depend on academic staff teaching effectiveness to

meet pre-established goals and objectives. Teaching effectiveness encompasses meticulous preparation of course content, informed by current research, followed by skilful implementation. Adeyemo (2020) observed the growing concern among stakeholders like parents, employers, and the government, regarding the perceived decline in teaching quality in CoEs. This is further supported by Abiodun-Oyebanji and Oyedeji (2018) who posited that teaching in CoEs might be compromised by distractive activities. These include selling handouts and taking on teaching assignments outside of core areas of expertise. These observations suggest a possible decline in teaching effectiveness within CoEs.

Numerous factors contribute to perceived variations in teaching effectiveness. These encompass aspects like physical work environment, reward systems, academic staff empowerment, institutional factors, manpower development, personal characteristics, and mentoring (Uchendu et al., 2016; Abiodun-Oyebanji & Adelabu, 2016). Given the specific focus of this study, institutional factors were prioritized. This choice is based on the perceived critical nature of institutional factors to both the institution and individual academic staff.

Institutional factors, encompassing resources and the overall work environment, can significantly influence teaching effectiveness in Nigerian public CoEs (Adu, 2015). These factors pertain to the school management's efforts in providing the necessary resources and fostering an environment conducive for staff to effectively fulfil their teaching, research, and service responsibilities. Adequate support from the institution is essential for enhanced teaching effectiveness. Academic staff members are more productive and the staff-management connection is strengthened when this assistance is conveniently available. Conversely, a lack of support can create a detrimental gap between these groups, potentially hindering the general performance of the teaching staff.

Numerous factors within an institution contribute to teaching effectiveness, including promotion, motivation, mentorship, workload, work environment, and leadership style (Bland & Ruffin, 2012; Senyah, 2013; Nguyen, 2015). This research draws from the literature and concentrates on a subset of institutional factors that are thought to be especially pertinent to teaching effectiveness in the setting of Nigerian public CoEs. These are: in-service training and ICT facilities. These have to do with elements that affect employee engagement and motivation from both internal and external sources. The selection of these specific factors is based on their perceived significance in enhancing teaching effectiveness in the Nigerian context, considering the unique challenges and opportunities faced by CoEs. Examining these variables might provide insightful information about

possible CoE improvement areas, which will eventually lead to increased employee output and overall institutional efficacy.

The availability of robust ICT facilities emerges as another significant institutional factor influencing academic staff productivity (Abiodun-Oyebanji & Omotayo, 2012). ICT includes computer and communication technologies that may improve a range of scholastic experiences, such as digital tools and resources that enhance instruction and speed up student learning (Onuma, 2007); employing technology to access data, conduct research, and disseminate findings, potentially leading to higher quality research outputs (Akpan, 2014); enabling efficient communication and collaboration among staff, students, and researchers. By prioritizing these strategies, CoEs can ensure broadband access, up-to-date technology, and adequate training, enabling academic staff to leverage the transformative power of ICT, ultimately leading to enhanced productivity and quality in teaching, research, and overall institutional performance. ICT infrastructure is limited in many public CoEs in Nigeria, despite the acknowledged advantages of the technology (Olulube, 2006). This may impede efforts in both research and instruction.

In-service training programmes constitute another crucial institutional factor influencing teaching effectiveness (Abiodun-Oyebanji & Adelabu, 2016). These programmes aim at equipping academic staff with the latest knowledge, skills, and pedagogical approaches to improve teaching effectiveness and research capabilities; promoting motivation and commitment through regular training to demonstrate institutional investment in staff development; and developing the skills necessary for conducting high-quality research and disseminating findings through effective publications (Asaju, 2008; Gadi & Lauko, 2019). Despite the recognized benefits of in-service training, some CoEs may offer limited opportunities for staff development. This can hinder academic staff productivity in both teaching and research endeavours.

### **Statement of the problem**

In recent times, reports have indicated that poor teaching effectiveness is responsible for the poor productivity in CoEs in Southwestern Nigeria. Graduates from public CoEs run the danger of finding it difficult to compete successfully with their classmates from other higher education institutions, if urgent action is not taken to examine the problem of poor teaching effectiveness among academic staff. This might possibly have a negative effect on elementary and junior secondary education systems since the bulk of teachers in those levels are graduates of CoEs with Nigerian Certificate in Education (NCE). Hence, this study

investigated how institutional factors (ICT facilities and in-service training) influence teaching effectiveness in public Colleges of Education in Southwestern Nigeria.

### **Purpose of the study**

The study examines the influence of institutional factors on teaching effectiveness in public colleges of education in Southwestern Nigeria. Specifically, the study examines:

- i. The influence of in-service training on teaching effectiveness in public colleges of education in Southwestern Nigeria.
- ii. The influence of ICT facilities on teaching effectiveness in public colleges of education in Southwestern Nigeria.

### **Research questions**

- 1) In what ways has in-service training influenced teaching effectiveness in public colleges of education in Southwestern Nigeria?
- 2) In what ways have ICT facilities influenced teaching effectiveness in public colleges of education in Southwestern Nigeria?

### **Methodology**

This involved the use of descriptive survey research design. The population of this study comprised 2,839 academic staff, as well as 17,247 final year students (300 level) in twelve (12) public CoEs in Southwestern Nigeria. The sample comprised 673 academic staff, 40 Heads of Departments (HODs), and one thousand, three hundred and eighty-nine (1,389) final year students (300 Level) in public CoEs in Southwestern, Nigeria. Multistage sampling procedure was used.

Data for this study were collected using a structured questionnaire titled Institutional Factors Questionnaire (IFQ), designed to measure institutional factors influencing teaching effectiveness in public colleges of education. The instrument consisted of two sections. The first section measured In-Service Training through seven items, assessing acquisition of new knowledge, development of skills, experience gained, teaching effectiveness, quality research, research publication, and familiarity with new tasks. The second section measured Information and Communication Technology (ICT) facilities with seven items, focusing on the availability and functionality of ICT tools, internet access, uninterrupted power supply, electronic notice boards, interactive whiteboards, and overall ICT infrastructure.

Responses were collected using a five-point Likert scale ranging from Excellent (5) to Poor (1), with a benchmark mean of 3.00 to interpret high or low levels. The instrument's

reliability was confirmed through a pilot test, yielding Cronbach’s alpha coefficients of 0.86 for In-Service Training and 0.79 for ICT facilities. Data were analysed using descriptive statistics, including frequency counts, percentages, mean, and standard deviation

**Presentation of results**

**Research questions 1:** In what ways has in-service training influenced teaching effectiveness in public colleges of education in Southwestern Nigeria?

**Table 1:** Institutional factors (In-Service Training)

Items	E	VG	G	F	P	$\bar{x}$	S	Decision
<b>In-Service Training</b>								
Acquisition of new Knowledge	89 (16.5)	197 (36.6)	172 (32.0)	71 (13.2)	9 (1.7)	3.53	0.97	High
Development of new Skills	61 (11.3)	152 (28.3)	242 (45.0)	69 (12.8)	14 (2.6)	3.33	0.93	High
Experience	79 (14.7)	130 (24.2)	276 (51.3)	32 (5.9)	21 (3.9)	3.40	0.94	High
Teaching effectiveness	108 (20.1)	171 (31.8)	227 (42.2)	22 (4.1)	10 (1.9)	3.64	0.91	High
Quality research	71 (13.2)	189 (35.1)	243 (45.2)	21 (3.9)	14 (2.6)	3.52	0.87	High
Research publication	74 (13.8)	200 (37.2)	236 (43.9)	18 (3.3)	10 (1.9)	3.58	0.84	High
Familiarity with new task	55 (10.2)	191 (35.5)	257 (47.8)	25 (4.6)	10 (1.9)	3.48	0.81	High
<b>Weighted Average = 3.49 (69.8)</b>								

**Note:** Poor (P)=1, Fair (F)=2, Good (G)=3, Very Good (VG)=4, Excellent=5. Figures in parenthesis are percentages.

Table 1 presents status of institutional factors in terms of in-service training. The weighted average of the seven in-service training components was 3.49, below the highest possible score of 5.0. The following are the items' obtained mean values: acquisition of new knowledge ( $\bar{x}$ =3.53); development of new skills ( $\bar{x}$ =3.33); experience ( $\bar{x}$ =3.40); teaching effectiveness ( $\bar{x}$ =2.13); quality research ( $\bar{x}$ =2.52); research publication ( $\bar{x}$ =3.58);

familiarity with new task ( $\bar{x}$ =3.48). Seven of the table's elements had mean values that were all approved as being over the 3.0 cutoff limit, and the weighted average, at 3.49, is 69.8%. This demonstrates that the level of institutional factors in the in-service training domain was found to be rather elevated. It follows that academic staff members in CoEs often participate in both internal and external in-service training.

**Research questions 2:** In what ways have ICT facilities influenced teaching effectiveness in public colleges of education in Southwestern Nigeria?

**Table 2:** Information and Communication Technology (ICT) facilities

Items	E	VG	G	F	P	$\bar{x}$	SD	Decision
ICT tools (monitor, mouse, keyboard, printer among others)	58 (10.8)	107 (19.9)	213 (39.6)	128 (23.8)	32 (13.4)	3.06	1.05	High
Uninterruptible power supply	9 (1.7)	31 (5.8)	130 (24.2)	211 (39.2)	157 (29.2)	2.12	0.95	Low
Internet facilities	8 (1.5)	38 (7.1)	137 (25.5)	197 (36.6)	158 (16.9)	2.15	0.97	Low
Electronic notice board	21 (3.9)	28 (5.2)	124 (23.0)	116 (21.6)	249 (46.3)	1.99	1.12	Low
Interactive white board	16 (3.0)	82 (15.2)	150 (27.9)	132 (24.5)	158 (29.4)	2.38	1.144	Low
Availability of ICT facilities	5 (0.9)	74 (13.0)	192 (35.7)	165 (30.7)	102 (19.0)	2.47	0.98	Low
Functioning ICT facilities	25 (4.6)	83 (15.4)	195 (36.2)	145 (27.0)	90 (16.7)	2.64	1.07	Low
<b>Weighted Average = 2.05 (41)</b>								

**Note:** Poor (P)=1, Fair (F)=2, Good (G)=3, Very Good (VG)=4, Excellent=5. Figures in parenthesis are percentages.

In the area of ICT facilities, the status of Institutional factors in CoEs in Southwestern Nigeria was low ( $\bar{x}$ =2.05, 41%) when considering the threshold of 3.00. Specifically, most of the respondents reported that the ICT tools (monitor, mouse, keyboard, printer, among others) (n=320, 59.5%) and functioning ICT facilities (n=278, 51.6%) were reported to be good. However, uninterrupted power supply (n=211, 39.2%), internet facilities (n=197,

36.6%) and availability of ICT facilities (n=197, 36.6%) were fair while electronic notice board (n=249, 46.3%) and interactive white board (n=158, 29.4%) were reported to be poor.

### **Discussion of the findings**

The availability of ICT facilities emerges as a crucial institutional factor. ICT includes computer and communication technologies which help to improve teaching effectiveness for learning to take place. The findings from this study align with previous research indicating that the availability of robust ICT facilities enhances teaching effectiveness and academic staff productivity in colleges of education (Akpan, 2014), as these technologies support instructional delivery, facilitate research activities, and improve communication and collaboration among staff and students. In the same vein, the findings from the study corroborated the findings of Onuma (2007) which stated that ICT like digital tools has the capacity to improve a range of scholastic experience by enhancing instruction and speeding up students' learning.

In-service training plays a crucial role in developing teaching personnel professionally. It helps to refresh and upgrade teaching personnel's knowledge to conform to acceptable standard required for effective learning to take place. The findings agree with the study of Asaju (2008) and Gadi and Lauko (2019) which affirmed that in-service training equips academic staff with the latest knowledge, skills and pedagogical approaches to improve teaching effectiveness and research capabilities. These scholars further elaborate that in-service training often helps academic staff develop the skills necessary for conducting high quality research and disseminating findings through effective publications.

### **Conclusion**

The study concluded that institutional factors are critical for teaching effectiveness in public Colleges of Education as they simplify teaching and learning process for students to comprehend their subject matter within the stipulated timeframe.

### **Recommendations**

The following recommendations are made:

- (i) In light of the positive perceptions of teaching and research among academic staff and students, college administration should work to preserve and grow the academic staff productivity in CoEs.
- (ii) In order to improve academic staff members' productivity as teachers and the quality of their research, management of public CoEs should encourage and provide ICT resources.

(iii) Academic staff members should be motivated and encouraged to generate high quality work through superior teaching and publications in order to accomplish institutional goals. When their promotions are due, they should also get them.

(iv) To ensure effective instruction, exceptional publications, efficiency, positive staff relations, and low staff turnover - all of which will boost an institution's average student satisfaction (ASP) - public CoEs administrations and governments should regularly sponsor their academic staff to participate in in-service training.

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