

Teaching Culture and Effectiveness of Public University Management in South-South, Nigeria

I. U. Berezi

Department of Curriculum and Instruction, Niger Delta University, Bayelsa State, Nigeria

B. A. Akuegwu

Department of Educational Administration and Planning, University of Calabar, Calabar, Nigeria

F. N. Anijaobi-Idem

Department of Educational Administration and Planning, University of Calabar, Calabar, Nigeria

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Abstract

This study investigated the influence of teaching culture on effectiveness of public university management. Ex post facto design was adopted. One hypothesis was isolated to give direction to this study. 3487 academic staff made up of the population, while 1047 subjects drawn from 4 universities, using stratified random sampling technique made up the sample. Data collected was carried out using an instrument called “teaching culture and effective public university management questionnaire” which was developed, validated and used for the study. Data collected were statistically analyzed using descriptive statistics, one way analysis of variance (ANOVA) and its associated fishers’ LSD multiple comparison test. Results obtained indicated that teaching culture had significant influence on effectiveness of public university management in terms of goal attainment, facilities management, staff management and students’ management. It was concluded that teaching culture determines the effectiveness of public university management in south-south Nigeria. based on the findings, requisite recommendations were articulated.

Keywords: Teaching Culture, Effectiveness of Management, Public Universities, Goal Attainment, Facilities Management, Staff Management and Students’ Management

Introduction

Universities worldwide have always had as their fundamental objectives, the pursuit of its triple mandate of: knowledge generation (or research function); knowledge transmission (or teaching function); knowledge application (or community services). It could be said that knowledge transmission is the ‘primus inter pares’ (first among equals) of the trifocal functions of the university education system because teaching is the first task of the lecturer although the three functions are interrelated and can hardly be divorced from one another.

That is probably why the quality of teaching is underpinned by research and scholarship and significantly influences the effectiveness of a university system (Aguire & Martinez, 2002). Indeed, there is a worldwide phenomenon of increased public interest in the effectiveness of university management system and the quality of their products sent out to the society.

Effective university system management is the ability of the university to attain the goals for which it was created. The goals of Nigerian tertiary education of which, university is among, include to:

- Contribute to national development through high level relevant manpower;
- Develop and inculcate proper values for the individual and society;
- Develop the intellectual capacity of individual to understand and appreciate their local and external environment;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society (FGN, 2004).

These set goals cannot be achieved without a sound teaching culture. Teaching and learning are the major academic activities which the university needs to carry out in order to achieve its statutory functions. This burden requires the university to offer adequate, innovative, and relevant and market driven academic program, at undergraduate and post graduate levels, with in-built quality control systems. Furthermore, the university is expected to provide an enabling environment for integrated growth for students and staff.

Indeed, the responsibilities of propounding, preserving, promoting and propagating knowledge fall squarely on the university system (Babalola, 2008). The unfortunate situation is that most of our universities hardly provide the enabling environment that could foster the teaching and learning process and consequently the university education system is not effectively managed (Hannan & Silver, 2000).

One major concern is the wide-range problem of 'ignorance' especially 'know-how' in the face of many universities and many highly educated people (Babalola, 2008). Similarly, Arubayi (2011) lamented that academic staff (in higher education in the developing countries are often under qualified, lack motivation and are poorly rewarded. He added that students are poorly taught and curricula underdeveloped. In fact, expansion has caused the average quality of education to decline in many countries as resources are stretched increasingly beyond their carrying capacity. With only few exceptions, across most of the developing world, the potential of higher-education to promote development is being realized only marginally (The International Bank for Reconstruction and Development/The World Bank, 2000).

Literature Review

In a bid to find out the relationship between teaching by university academic staff and the effectiveness of the university. Trower and Chait (2002) carried out a study in five universities in USA. The results revealed that there exists a significant relationship between teaching and learning by universities academic staff and the effectiveness of the university system. Similarly, Bolman and Deal (2003) in their own study to find out institutional variables that relate to the effectiveness of universities in America revealed that teaching and learning in various universities significantly influenced the effectiveness of the university system. In another related study, Stamp (2005) in his study discovered that most universities in South

Africa are strongly committed to excellence in teaching as a measure of ensuring an effective university system.

Rahji (2001) carried out a study to investigate the influence of teaching on the effectiveness of university system in Ghana. The result among other things revealed that there exists a significant relationship between teaching culture and effective university system. Against this background one wonders whether this significant relationship between teaching and effective university system still holds true today in the good old days, teaching was embarked upon with in-built or intrinsic satisfaction that was not attached to some externalities or extrinsic incentives. In other words, there was associated pride that attracted the commitment of teachers. Unfortunately this is not the case again amongst university lecturers, and depleted commitment to teaching is taking a prominent place. The usual penchant for teaching is no longer experienced especially where lecturers have to embark on other activities to meet their economic demands. The implications of this are not farfetched, as Akinnaso (2011) referred to the Nigerian educational system thus: "education remains a beleaguered sector in Nigeria". "The products of our universities are understandably deficient". In addition, teaching is at its lowest ebb and the fact that there is general decline of confidence in the education service; probably suggest that effective teaching, effective management and quality assurance have been challenged. Given the above scenario, one question that agitates the mind is; what is fundamentally wrong with the ways by which Nigerian university system has been managed and/or is being managed, in terms of goal attainment, management of facilities, management of staff and management of students. Could it be that the prevailing teaching culture is responsible for the ineffective administration of the university system? This is the main thrust of the study.

Hypothesis

There is no significant influence of teaching culture on effective university management in terms of goal attainment, management of facilities, and management of staff and management students.

Methodology

This study was conducted in South-South Nigerian universities. The south-south zone is one of the six geo-political zones in Nigeria. It is the area known as the Niger Delta Region of Nigeria famous for its large deposit of crude oil. Six states made up this zone with 12 public universities – 5 of which belonged to federal government, while 7 belonged to state governments. Ex-post facto design was adopted for this study. The population of the study comprised of 3487 academic staff located in 4 universities, while the sample size was 1047 academic staff drawn through the use of stratified random sampling technique. The instrument for this study was "Teaching culture and effectiveness of public university management questionnaire (TCEPUMQ), which was developed by the researchers, validated by experts in measurement and evaluation and used for data collection. It had 2 sections – A and B. Section A contained 5 demographic variables while Section B consisted of 30 likert-format items, 6 of which measured each of the five variables isolated for this study such as: teaching culture, goal attainment, facilities management, staff management and students' management. A trial test was conducted with split half reliability in which Spearman Brown Prophecy formula was used to establish the reliability estimates. The coefficients obtained ranged from 0.58 to 0.71, figures which confirmed that the instrument is reliable in achieving

the objectives of this study. The instrument was administered to the sampled subjects by the researchers personally, and in some universities with the help of research assistants. This measure yielded a 95 percent returns rate.

Data collected were subjected to statistical analysis with descriptive statistics, one way analysis of variance (ANOVA) and its associated fishers LSD multiple comparison test.

Analysis of Results

There is no significant influence of teaching culture on effective management of University in terms of goal attainment, management of facilities, management of staff and management of students. The independent variable is teaching culture while the dependent variable is effective management of University in terms of goal attainment, management of facilities, management of staff and management of students. The academic culture in terms of teaching was categorized into low, average and high based on the lecturers mean response score. Lecturers who scored below the mean in their response were categorized as low, those who scored within the mean region were categorized as average and those who scored above the mean level were categorized as assessing teaching culture as high. Based on these the influence of teaching culture on effective management of the University system in terms of goal attainment, management of facilities, management of staff and management of students was computed using the One-Way Analysis Of Variance (ANOVA). The results of the analysis is displayed in Tables 1, 2 and 3.

Table 1

A Summary of The Descriptive Statistics of Influence of Teaching Culture on Effective Management of The University System

Effective management of the university system	eaching culture	N	\bar{X}	SD
Goal attainment	Low	412	23.40	5.77
	Average	247	24.66	4.61
	High	388	25.80	4.09
	Total	1047	24.59	5.04
Facility Management	Low	412	23.05	4.98
	Average	247	24.77	3.21
	High	388	25.49	2.92
	Total	1047	24.36	4.06
Staff Management	Low	412	24.13	4.38
	Average	247	25.30	2.79
	High	388	25.90	2.49
	Total	1047	25.06	3.51
Student Management	Low	412	24.43	4.60
	Average	247	25.43	3.15
	High	388	25.71	3.03
	Total	1047	25.14	3.79

Examination of Table 1 shows a summary of the descriptive statistics of influence of teaching culture on effective management of the University system. Observation of Table 1 shows that lecturers who perceived the influence of teaching culture as high had the highest mean score for goal attainment ($\bar{X}_h=25.80$), management of facilities ($\bar{X}_h=25.49$) management of staff ($\bar{X}_h=25.90$) and management of student ($\bar{X}_h=25.71$). This was followed by lecturers who perceived the influence of teaching culture as average on effective management of University system in terms of goal attainment ($\bar{X}_{av}=24.66$), management of facilities ($\bar{X}_{av}=24.77$), management of staff ($\bar{X}_{av}=25.30$) and management of students ($\bar{X}_{av}=25.43$). Lastly, those who perceived the influence of teaching culture as low, had the least mean score for effective management of the University system in terms of goal attainment ($\bar{X}_L=23.40$) management of facilities ($\bar{X}_L=23.05$), management of staff ($\bar{X}_L=24.13$) management of student ($\bar{X}_L=24.43$). The One Way Analysis Of Variance of influence of teaching culture and effective management of the University system was done. The result of the analysis is displayed in Table 2.

Table 2

One-Way Analysis Of Variance (Anova) of Influence of Teaching Culture on Effective Management of The University System

Effective management of the university system	Source of Variation	Sum of Squares	Df	X ²	F	Sig.
GOATTOT	Between Groups	1158.435	2	579.217	23.798	.000
	Within Groups	25409.664	1044	24.339		
	Total	26568.099	1046			
FACMNTOT	Between Groups	1242.159	2	621.079	40.445	.000
	Within Groups	16031.648	1044	15.356		
	Total	17273.807	1046			
STFMATO	Between Groups	645.476	2	322.738	27.596	.000
	Within Groups	12209.489	1044	11.695		
	Total	12854.965	1046			
STMNGTOT	Between Groups	352.111	2	176.056	12.498	.000
	Within Groups	14706.250	1044	14.086		
	Total	15058.361	1046			

* Significant at .05; $F_{2, 1044}=3.00$

Examination of Table 2 shows that there is significant influence of teaching culture on effective management of the University system in terms of goal attainment ($F=23.798$, $P<.05$), management of facilities ($F=40.445$, $P<.05$), Management of staff ($F=27.596$, $P<.05$) and management of students ($F=12.498$, $P<.05$). The null hypothesis was rejected and the alternate hypothesis retained because the calculated F-ratios of 23.798; 40.445; 27.596 and 12.498 were found to be greater than the critical F-ratio of 3.00 given .05 alpha levels and with 2 and 1044 degrees of freedom a post hoc analysis using the Fishers Least Significant Difference (LSD) multiple comparison test analysis was done. The result of the analysis is displayed in Table 3

Table 3

Fishers LSD multiple comparisons test analysis of influence of teaching culture on effective management of university system.

Effective Management of the university system	Teaching Culture	Low (n=412)	Average (n=247)	High (n=388)
	Goal attainment	Low	23.40 ^a	-1.26 ^b
		Average	-3.18 ^c	24.66
		High	-2.84*	25.80
Msw=24.339				
Facility Management	Low	23.05 ^a	-1.72 ^b	-2.34
	Average	-5.44 ^c	24.77	-7.2
	High	-8.80*	-2.27*	35.49
Msw=15.358				
Management of Staff	Low	24.13 ^a	1.18 ^b	-1.77
	Average	-4.27 ^c	25.30	-.59
	High	-7.32*	-2.14*	25.90
				Msw=11.695
Management of Student	Low	24.43 ^a	-1.00 ^b	-1.27
	Average	-3.31 ^c	25.43	-.27
	High	-4.80*	-0.89*	25.71
				Msw = 14.086

*significant at .05

a. Group means are placed on the diagonal

b. Differences between group means are placed above the diagonal

C. Fishers LSD t-value is place below the diagonal

The result presented in Table 3 shows that with regards to the influence of teaching culture on effective management University system in terms of goal attainment, lecturers who perceived the teaching culture as high had a significant higher mean score for goal attainment than those who perceived it as low ($t=-6.10$) and average ($t=-2.84$). Similarly those who perceived influence of teaching culture as average had a significant higher mean score than those who perceived it as low ($t=-3.18$). This result means that lecturers who perceived the teaching culture as high assessed the University system as being effectively managed in terms of goal attainment than those who perceived it as average or low. Lecturers who perceived the influence of teaching culture as average also evaluated effective management of the University system in terms of management of facilities as higher than those who perceived it as low.

With regards to effective management of the University systems in terms of management of facilities lecturers who perceived teaching culture as high had significant higher mean score than those who perceived it as low ($t=-8.80$) and average ($t=-2.27$). Similarly those who perceived influence of teaching culture as average had a significant higher mean score than those who perceived it as low ($t=-5.44$). This result means that lecturers who perceived the teaching culture as high assessed the University as being effectively managed in terms of management of facilities than those who perceived it as average or low. Lecturers who perceived the influence of teaching culture as average also evaluated effective management of the University system in terms of management of facilities as higher than those who perceived it as low.

With reference to the influence of teaching culture on effective management of the University system in terms of management of staff, lecturers who perceived the teaching culture as high had significant higher mean score for management of staff than those who perceived it as low ($t=-7.32$) average ($t=-2.14$). Similarly those who perceived the influence of teaching culture as average had a significant higher mean score than those who perceived it as low ($t=-4.27$). This result means that lecturers who perceived the teaching culture as high assessed the University system as being effectively managed in terms of management of staff than those who perceived it as average or low. Lecturers who perceived the influence of teaching culture as average also evaluated effective management of the University system in terms of management of staff as higher than those who perceived it as low.

With regards to effective management of the University systems in terms of management of students, lecturers' who perceived teaching culture as high had significant higher mean score than those who perceived it as low ($t=-4.80$) and average ($t=-3.31$). Other pair wise comparison between average and low was found to be insignificant ($t=-0.89$). This result implies that lecturers who perceived the teaching culture as high assessed the University as being effectively managed in terms of management of students than those who perceived it as average or low.

Discussion of Results

Teaching culture and effective university management

The outcome of the analysis of this hypothesis was significant. That is, there is a significant influence of teaching culture on effective university management in terms of goal attainment, management of facilities, management of staff and management of students. Thus, the null hypothesis was rejected and the alternate hypothesis retained. This finding suggests that teaching culture has a great impact on effective university management in terms of goal attainment, management of facilities, management of staff and management of students. That is, the pattern which teaching programme is organized determines to a great extent how university goals will be attained, how facilities are going to be managed; how staff management is carried out and how students' management is handled in the university system.

The reason for the outcome of this study may stem from the fact that teaching/learning form one of the main reasons for university existence, and as such, the way and manner it is handled or the prevailing circumstances surrounding it, goes a long way to determine how university goals in that regard will be attained. Similarly, university facilities exist for teaching

/ learning activities are given a pride of place, effective university management of facilities is likely to follow suit to meet that goal. Teaching/learning responsibilities are the onus of the staff, especially academic. The emphasis placed on teaching / learning situations is likely to call for the way academic staff and students will be managed. From this analysis, it can be deduced that teaching/learning being a major function of the university is at the centre or a major determinant of the effective universities management.

The significant influence of teaching culture on effective management of the university system corroborates the findings of Trowen and Chait (2002); Richards (2004) and the report of Bolman and Deal (2003) which pointed to the influence teaching and learning has on the effectiveness of the university system. In other words, teaching culture in the universities is at the centre of effectiveness of the university system the world over. To buttress this fact, universities often sponsor researches on how best to undertake the teaching and learning responsibilities. Even at that, teaching and learning form part of the indices for naming of universities and as such, they are not trifled with. Some universities have reputations higher than others because of the prevailing teaching culture, which rubs off on the quality of graduates they produce.

Conclusion

From the result of the analysis, it was concluded that teaching culture has significant influence on effectiveness of public university management in terms of goal attainment, facilities management, staff management and students' management. Teaching culture therefore determines the outcome of the effectiveness of public university management in South-South Nigeria. That is where teaching culture is effectively carried out, effectiveness of public university management in terms of goal attainment, facilities management, staff management and students' management follows suit.

Recommendations

Based on the result of the study, the following recommendations are articulated;

- Universities should ensure that a conducive teaching and learning environment is provided. This will promote teaching culture and make it result oriented. With this, universities will be in better pedestals to fulfil one of its principal functions, which are teaching.
- Modalities should be put in place for maintenance of teaching facilities and also procure non-existent ones. This will facilitate teaching culture and concretise learning by the students, and by extension on engender effective university management.
- The university administrators should ensure that staff and students are adequately motivated to contribute towards effective management of universities. Where the universities make the satisfaction of staff and students welfare needs paramount, the later is likely to reciprocate by working towards the success, well being and sustainability of the university.

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