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INSTITUTIONAL CULTURE AND ACADEMIC STAFF PRODUCTIVITY OF PRIVATE UNIVERSITIES IN OGUN STATE

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ABSTRACT

The study investigated the institutional culture and academic staff productivity in private universities in Ogun State. This study adopted the survey research design of the 'ex-post facto' type. The study adopted the multi-stage sampling procedure to select the sample. Simple random sampling technique was deployed to select 50% (5) out of 10 Private universities in Ogun State namely; Babcock University, Bells University of Technology, Covenant University, Crawford University and Crescent University. Proportionate to size sampling technique also used to select 30% of departments out of 104 in all of the selected Faculties/Colleges giving a total of 32 departments. Simple random sampling technique used to select 20% of lecturers out of 1,054 from all of the selected Faculties/Colleges giving a total of 212 lecturers. The research instrument tagged "Institutional Culture and Academic Staff Productivity Questionnaire (OCASPQ) instrument was designed to elicit responses for lecturers. The finding revealed that there is significant influence of leadership style on academic staff productivity. This shows that there is moderate and positive linear relationship between the two variables. Also, the study revealed that there is significant relationship between job technological change on academic staff productivity. Moreso, the finding also confirmed that there is relationship between staff work environment and academic staff productivity. The study recommended that the owners of universities should ensure that right leaders are recruited and best style of leadership need to be adopted to oversee and to run their various institutions. Also, the institutions and stakeholders in the education sector should ensure that they give financial, materials and moral support to lecturers who are willing to advance.

Keywords: Leadership Style, Job Technological Change, Work Environment, Academic Staff Productivity,

Introduction

The seeming spate of increase in the numbers of universities, especially private universities in Nigeria, evidently shows the important/relevance of tertiary education in achieving the nation's development goals. This is because tertiary education helps in the training and development of physical force (manpower) that helps in achieving the nation's national goal(s). According to Federal Ministry of Education (NPE, 2013), university education shall make optimum contribution to national development by intensifying and diversifying its programmes for the development of high-level manpower within the context of the needs of the nation. However, academic staff is very important in helping the universities to perform its role of training and developing manpower that helps achieve the nation's national goal(s) and development. The ability of any university to take off and achieve its goals is a function of its ability to attract, retain and maintain competent and satisfied staff into its employment (Adenaike, 2011). University academic staff through the outcome of their role and services such as teaching, research work and administrative work has been the major focus in achieving the goal of education particularly at the level of tertiary education. Therefore, academic staff productivity is very germane to the achievement of the university's goals and that of the nation at large.

Meanwhile, no institution (private universities inclusive) can optimally perform outside the productivity of its staff. Universities academic staff productivity which is the outcome of the role and services they render in their respective institutions are major determinant of an organization performance. Productivity is important for the successful performance of organisations in way that leads to accomplishing of Institutional goals and objectives (Raza, Anjum and Zia 2014). It is the level of output/outcome an individual or organisation obtains from a given set of inputs. Leblebici (2012) referred to employee productivity as the output per employee hour and quality considered. Productivity which is a measure of outputs relative to inputs entails effective performance of tasks, efficient use of resource input, quality of output and a level of satisfaction from both management and the end users of the output.

Academic staff productivity therefore, is the effective performance of task through efficient use of resource input to produce a possible level of quality output/outcome which raises a level of satisfaction among management and users of the output within and outside the university. The tasks perform by academic staff of university ranges from teaching, research work, and administrative functions. Sullivan, Mackie, Massy and Sinha (2012) and Okiki, (2013), noted that in institutions such as universities, academic staff productivity is considered in terms of teaching, preparing for class, research and scholarly activities, student research supervision, supervising internship, working with students on activities other than coursework, interacting with students outside classroom, innovation and conducting community service activities. But in recent times, education stake holders such as government, education institutions, parents, etc, seems to lament about the poor level of

productivity among universities lecturers in Nigeria. It was generally perceived that universities lecturers' attitude to work was one of the major factors that led to low productivity among private universities lecturers which thereby bringing about a decline in tertiary education achievement (Sule, 2013). Therefore, this paper will seek to investigate the influence of organizational climate and academic staff productivity.

Moreover, institutional climate is an important factor that influences academic staff productivity in private universities. It serves as a measure of individual perceptions about an organization. Castro and Martins (2010) defined institutional culture as the shared perceptions, feelings and attitudes that institutional members have about the fundamental elements of the institution, which reflect the established norms, values and attitudes of the institutional culture and influences individuals' behaviour positively or negatively. However, it would appear in general that in Nigerian, universities lecturers seem to be dissatisfied with overall academic climate. This should be of great concern to all employers because unhappy and dissatisfied employees may mean poor performance and high staff turnover. Adenaike (2011) and Ghosh and Joshi (2017) on their viewed see institutional culture as characterized by the following factors such as management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics which can directly cause work outcomes that are either positive or negative. However, the indices to be considered in this study include leadership style, job technological change and work environment.

Institutional culture is largely determined by the style of leadership adopted by managements of a university. The method and pattern of leadership adopted by the top hierarchy administrators is refers to as 'leadership style'. Chaudhry and Javed (2012) and Ejere and Abasilim (2013) explained that leadership style is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. The importance of leadership in an institution cannot be over-emphasized. This is because leadership concerns the total manner by which a manager influences the actions of subordinates. Firstly, it includes the issuing of orders that are clear, complete and within the capabilities of workers to accomplish. Secondly, it implies a continuing training activity in which subordinates are given instructions to enable them carryout the particular assignments in the existing situation. Thirdly, it necessarily involves the motivation of workers to meet the expectations of the manager. Lastly, it consists of maintaining discipline and rewarding those who perform their task outstandingly. In short leading is the final action of a manager in getting others act, after all preparation have been completed (Mahajan and Philip (2013); Adekanmbi, 2016).

Researchers have found that leadership style have an impact on private universities' academic staff productivity. Osabiya and Ikenga (2015) and Singh (2015) established

that there was a significant relationship between leadership style of private universities and lecturers' productivity towards the attainment of the institution's goal(s). Despite the importance of an organization leadership style on its employees' productivity, most university lecturers seem to complain about the style of leadership adopted in their respective institutions. Ojokuku, Odetayo and Sajuyigbe (2012) examined the impact of leadership style on institutional productivity. It was revealed that transactional leadership as a negative and insignificant predictor of institutional performance.

Another determinant factor of institutional culture which influences employees' productivity is the 'work environment'. The institutional work environment, private universities inclusive, plays an important role in the innovativeness and creativity of employees which affects the level of their productivity. Work environment refers physical and psychological perception of the employees that surrounds and influence the emotion, believe and affection of its academic staff towards their level of productivity.

In addition, a better and conducive work environment for academic staffs of private universities propels employees to better perform, bringing about an increase in productivity. Chandrasekhar (2011) elucidated that the provision of a suitable physical work environment for employees is one of the contributing factors to employees' dignity at work and productivity. However, despite the various efforts put in place by the managements of universities in Ogun State, academic staff of these institutions seems not to be satisfied with the level of available work environment in their respective institutions. Probably, due to the individual differences in taste, desire and needs among universities lecturers, it is difficult to know what aspect and level of the work environment in their respective institution will best satisfy them to better increase their productivity. According to Hameed, Ramzan, Zubair, Ali and Arslan (2014) in their study on work environment indicated that factors such as employees' dissatisfaction with cluttered workplaces and the physical environment are playing a major role in the loss of employees' productivity.

Job technological change is another determinant of institutional climate culture that greatly influences private university academic staff productivity. In recent years, the emergence of new innovations has necessitated the use of new technology into every facet of life and disciplines through the introduction of Information and Communication Technology (ICT). In the face of competition, new inventions, discoveries and increase/improve output, the use of technologies mostly ICT is very important for the survival of an organization. According to Hassan and Nadzar (2010), the organization and its employees must break old habits and develop new behaviors and processes that could make them more effective and efficient. As such, organizations invest in technology with the expectation that it will increase productivity and contribute to performance. These technologies use on the job by private university lecturers seem to change from time to time which thereby influences the rate of

productivity of academic staff in various universities in Ogun State, Nigeria.

Job technological change is therefore, the time-to-time replacement of an existing technology used by employees of an organization to carry out their task with new and advanced ones. In private universities in Ogun state, academic staffs use various technologies such as computers, education software and hardware, internet network, communication device, social networking, etc, to perform their task. This task ranges from teaching, carrying out of research work, communication, carrying out of administrative functions, searching for and disseminating information, and so on. According to Dauda and Akingbade (2011) many institutions, private universities inclusive, in the developed and developing countries have established research and development units, departments and organizations to enable them to cope with technological change. This is because the degrees of aggregation of technological innovation by organization and nation determine its level of productivity, performance and development. However, university administrators need to ensure that their academic staff is given time to time ICT training so that they will be able to cope in case there is change or advancement in the ICT device they use in carrying out their task for optimum productivity. Mendes de Oliveira, Santos and Kiker (2000) and Faremi (2021) argued that the rapid pace of technological change may require school-provided skills higher than those possessed by currently employed workers. Despite the ICT training given to private university academic staff, they seem find it difficult to integrate into the use of ICT to perform their task for increase productivity. Nisar, Munir and Ali shad (2011) and Akinwumi, Faremi and Olatunbosun (2020) despite huge efforts to position information and communication technology (ICT) as a central tenet of university teaching and learning, the fact remains that many university teachers and faculty make only limited formal academic use of computer technology.

However, several studies such as Dauda and Akingbade (2011); Adekanmbi (2016); Osabiya and Ikenga (2015); Akinwumi, Faremi and Olatunbosun (2020) among others, had been conducted on university academic staff productivity, most of these studies focused on motivation, Institutional factor, innovative behaviour, leadership practice, working condition, job satisfaction, ICT, and staff academic qualification, with no attention on the combine influence of Institutional culture and academic staff productivity in private universities in Ogun State. Hence, this study, therefore, investigated the influence of organizational culture on academic staff productivity in private universities in Ogun State.

Statement of the Problem

Over the years, the spate of increase in the numbers of universities, especially private universities in Nigeria, evidently shows the important/relevance of tertiary education in achieving the nation's development goals. However, in recent times, education stakeholders such as government, education institutions, parents, etc, seems to lament about the poor level of productivity among private universities lecturers in Nigeria. The

seeming lack of some motivational factors such as conducive work environment, functional ICTs facilities, transitional leadership styles among others in any educational institutions can lead to a lot of unpalatable events which seems to bring about decrease in private university academic staff productivity in Nigeria. The management of private universities appears to be faced with some challenges of identifying those factors that will motivates academic staff to increase their productivity towards helping the institution to achieve its goals while the second is to know the quantity of these factors that will drive them to be productive.

However, several studies had been conducted on university academic staff productivity, most of these studies focused on motivation, institutional factor, innovative behaviour, leadership practice, working condition, job satisfaction and staff academic qualification, with no attention on the combine influence of institutional culture on academic staff productivity in private universities in Ogun State. Hence, this study sought to investigate the influence of institutional climate on academic staff productivity in private universities in Ogun State. The main purpose of this study is to investigate academic staff productivity determined by institutional culture among lecturers of private universities in Ogun State, Nigeria. Specifically, the study investigated to:the relationship that exists between institutional culture and academic staff productivity in private universities in Ogun State.

Hypotheses

Ho_1: There is no significant relationship between leadership style and academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Ho_2: There is no significant relationship between job technological change and academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Ho_3: There is no significant relationship between work environment and academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Ho_4: There is no relative contributions (job technological change, leadership style and work environment) to academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Ho_5: There is no joint contribution (leadership style, job technological change and work environment) significant relationship between

Research Method

This study adopted the survey research design of the '*ex-post facto'* type. The study adopted the multi-stage sampling procedure to select the sample. Simple random sampling technique was deployed to select 50% (5) out of 10 Private universities in Ogun State namely; Babcock University, Bells University of Technology, Covenant University, Crawford University and Crescent University. Proportionate to size sampling technique also used to select 30% of departments out of 104 in all of the

selected Faculties/Colleges giving a total of 32 departments. Simple random sampling technique used to select 20% of lecturers out of 1,054 from all of the selected Faculties/Colleges giving a total of 212 lecturers. The research instrument tagged "Institutional Culture and Academic Staff Productivity Questionnaire (OCASPQ) instrument was designed to elicit responses for lecturers.

Hypothesis 1: There is no significant relationship between leadership style and academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Table 1: Relationship between Leadership Styles and Academic Staff Productivity

Variable	N	Mean	Std. Deviation	R	Sig.	P	Remark
Leadership Styles	212	20.9528	4.11996	0.484	0.000	<0.05	Significant
Staff Productivity	32	53.2105	2.39395				

Table 1 presents the result of Pearson Product Moment correlation coefficient for the influence of leadership style on teachers productivity, the result reveal a moderate and positive linear relationship between that two variables (r=0.48) which was significant at p<0.05. This implies that leadership style had influence on lecturers' productivity. Therefore the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between job technological change and academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Table 2: Influence of Job Technological Change on Academic Staff Productivity

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Job Technological Change	212	19.1368	3.78387	0.479	0.000	<0.05	Significant
Academic Staff Productivity	32	53.2105	2.39395				

Table 2 presents the result of Pearson Product Moment correlation coefficient for the influence of job technological change on academic staff productivity, the result reveal a moderate and positive linear relationship between that two variables (r=0.479) which was significant at p<0.05. This implies that job technological change and lecturer productivity are related and could influence each other. Therefore, the null hypothesis was rejected.

Hypothesis 3: Work environment is significantly influence academic staff productivity among private university lecturers in Ogun State, Nigeria.

Table 3: Influence of Work Environment on Academic Staff Productivity

Variable	N	Mean	Std. Deviation	r	Sig.	P	Remark
Work Environment	212	15.1723	3.04769	0.278	0.000	<0.05	Significant
Academic Staff Productivity	32	53.2105	2.39395				

Pearson Product Moment Correlation coefficient was calculated to know the relationship between staff work environment and academic staff productivity. The result reveals a low positive and significant relationship between the two variable ($r=0.278$, $p<0.05$). This implies that improvement in staff working environment will cause corresponding change in staff productivity, hence null, hypothesis was rejected.

Hypothesis 4: Leadership style, job technological change and work environment will not have joint significant influence to academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Table 4: Joint Contribution of leadership style, Job Technological Change, Work Environment to Academic Staff Productivity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.870	3	13.945	2.448	0.000[b]
	Residual	1148.672	208	5.603		
	Total	1162.542	214			

Model Summary

R= 0.472
R^2= 0.22
Adjusted R^2= -0.203
Std. Error of the Estimate= 2.36712

Table 4 shows the regression analysis of the joint contribution of institutional culture variable (Leadership style, job technological change and work environment) on academic staff productivity, the result presents the value of multiple correlation (R), square of multiple correlation (R^2) in the model summary table alongside with the ANOVA Table. The result from the Table 4.6 revealed multiple correlation of 0.472 between independent and dependent variable, this implies that independent variable could influence academic staff productivity to some extent and R^2 of 0.22 is an indication that independent variables accounted for 22.2% of the total variance observed in dependent variable (academic staff productivity) leaving the remaining 77.8% to other factors that was not considered in the study. Table 4 equally showed that the combination of all the independent variables also allowed reliable prediction of academic staff' productivity F ($_{(3,214)}$ =2.448, p< 0.05.). Hence there is significant joint contribution of organizational climate variables to academic staff productivity. Therefore, null hypothesis was rejected.

Hypothesis 5: Leadership style, job technological change and work environment not have relative significant influence to academic staff productivity among private universities lecturers in Ogun State, Nigeria.

Table 5: Relative Contributions of Leadership Style, Job Technological Change and Work Environment Academic Staff Productivity

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	52.845	1.253		42.174	0.000
Leadership Style	-0.028	0.051	-0.048	-0.545	0.586
Job Technological Change	0.086	0.058	0.167	2.972	0.042
Work Environment	-0.048	0.059	-0.077	-2.810	0.019

a. Dependent Variable: Productivity

Table 5 presents the Table of coefficient of Regression analysis for relative contribution of institutional culture variable (Leadership style, job technological change and work environment) to academic staff productivity. The result reveals that among all the independent variables work environment made the highest contribution to staff productivity ß =-0.167, t (212) = -2.9772, $p<0.05$ which was significant, followed by job technological change ß =-0.077, t (212) = 2.810, $p<0.05$ which was also significant. The contribution of all other variables in the model is not significant. Hence, hypothesis 8 was rejected for work environment and job technological change was not rejected for other variables in the study.

Discussions of Findings

The result of hypothesis one shows there is moderate and positive linear relationship between the two variables. This implies that leadership style had influence on teacher productivity. Therefore the null hypothesis was rejected. The findings of Singh (2015) are in support of the above findings that transformational leadership style had a positive but insignificant effect on performance. Singh (2015) examined the relationship between leadership styles and employee productivity in private and foreign banks of US origin in India. The findings indicated that transformational leadership played a significant role in predicting employee productivity in foreign banks. Also, Osabiya and Ikenga (2015) studied the relationship between effective leadership and employee performance in public and private sector organisations in India and their findings revealed that transformational leadership style had a significant positive relationship with the employee performance/outcomes. Therefore, it was recommended that managers of organisations such as private universities should emphasise the transformational leadership practice in providing leadership to the institution.

The finding of hypothesis two reveals there is moderate and positive linear relationship between the two variables. This implies that job technological change and teacher productivity are related and could influence each other. Therefore, the null hypothesis was rejected. In support of this finding, Hasan and Nadzar (2010) revealed that the acceptance and effective utilization of new technologies and information systems by individuals and organizations in areas of research have gained importance in recent years. They further explained that the issue on lack of user acceptance and adoption of new technologies has long been an impediment to its implementation success. Technological change through the advent of Information and Communication Technology (ICT) has predicated a revolution in the education industry with emphasis on improved methods and efficiency. However, according to Dauda and Akingbade, (2011) and Abosede and Akintola (2015) not all employees can cope with rapid changes of new technology in organization and it is feared that such behaviour can influence job performance**.** The research further stated that the investigations of users‟ acceptance of information technology were crucial as the main purpose of the technological inventions was designed to support or enhance an individual's task performance.

The result of hypothesis three also reveals there is a low positive and significant relationship between work environment and academic staff productivity. This implies that improvement in staff working environment will cause corresponding change in staff productivity, hence null, hypothesis was rejected. The work of Hameed, Ramzan, Zubair, Ali and Arslan (2014) revealed that there was a significant relationship between work environment and job performance of non-teaching staff of universities. The study however concluded that for job performance of employees in a particular organisation to be fully enhanced, the physical, social, administrative, medical and psychological work environment should be made conducive enough for workers to realise their potentials. Also, Chandrasekhar (2011) revealed that there was a significant relationship between work environment and respondents' attitude to job. A pleasant working environment, sufficient working facility, good working relationship with co-workers and leader will give motivation to the employee in an organisation to increase the performance. While in reality it is not as it may seem. The employees with a close relationship with the leader tend to have a higher salary compare to the other employees who are doing their job properly. This makes the employee become lazy to work and leads to the digression of that employee performance.

The result of the finding from hypothesis four revealed multiple correlation of 0.472 between independent and dependent variable, this implies that independent variable could influence academic staff productivity to some extent. The work of Mahajan and Philip (2013) is in consonance with the above findings, who revealed that institutional culture dimensions are significant predictors of affective commitment. Based on the results of this research, it is recommended for college staff managers to focus on

universities leadership styles job technological change and work environment and clarity levels as it shows a positive signal of the employees revealing the commitment and attachment of the institution. Institutional climate culture can affect how employees perform within an organization because the way people feel and the way they perform are strongly associated. A poor organizational climate characterized by lack of recognition, lack of trust, lack of cohesion, lack of organizational support, lack of accountability etc., may lead to low productivity, low profitability, decreasing market share and possibly high employee turnover (Adekanmbi, (2016).

From the finding, hypothesis five reveals that among all the independent variables work environment made the highest contribution to staff productivity which was significant, followed by job technological change which was also significant while leadership style did not. Castro and Martins (2010) laid credence to this that a poor organizational climate characterized by lack of recognition, lack of trust, lack of cohesion, lack of organizational support, lack of accountability etc., may lead to low productivity, low profitability, decreasing market share and possibly high employee turnover. Because the literature did not suggest a specific and direct historical correlation between organizational climate and employee performance, understanding the relationship between organizational climate and employee performance would assist institutional leaders in increasing productivity through developing the institutional climate. In addition to being influenced by the level of satisfaction, performance is affected by a worker's ability as well as a number of situational and environmental factors such as mechanical breakdowns, low quality materials, inadequate supply of materials, availability of stocks and market forces (Permarupan, and Yukthamarani (2013).

Conclusion

The main purpose of the study is to examine the impact of institutional climate and job satisfaction on academic staff productivity in private universities in Ogun State, Nigeria. The research provides valuable compact of ideas, facts and figures that can be used by academic staff of universities in understanding the dynamics of relationships and resultant effects between organizational climate variables and job satisfaction variables.

The study provides insight into institutional culture factors that influences on academic staff productivity in a privatized environment using private universities in Ogun State, Nigeria as sampled area. The previous studies on ground have explained worker's institutional climate as a function of the individual's personal characteristics and characteristics of the job itself using variables like age, gender, educational status, and time in position, communication, salary package, promotional opportunities, personal policies, working conditions, participation in decision making, etc. However, this study have provided other variables like leadership styles, job technological change and work environment to study institutional culture, in which none of the previous studies have use

the combination of these variables. Therefore, apart from confirming a theoretical proposition, the findings of this study are likely to have significant practical value.

Recommendations

Based on the findings the following recommendations are being made.

i. That stakeholder in education industry should ensure that appropriate measure must be put in place to train academic staff of private universities in Ogun State so as to meet up with international standard.

ii. Owners of institutions should provide academic staff with necessary teaching and research equipment so as to make them have confidence to construct, produce, and carry out certain practical tasks.

iii. Owners of universities should ensure that right leaders and right style of leadership are recruited and adopted respectively to oversee and to run their various institutions.

iv. Institutions and stakeholders in the education sector should ensure that they give financial, materials and moral support to lecturers who are willing to advance academically.

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