
Online Teaching Administration and Academic Staff Effectiveness in Public Universities: An Empirical Study of Budgeting, Coordination, and Supervision in South-west Nigeria

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Abstract

The integration of technology in education, particularly accelerated by the COVID-19 pandemic, has compelled public universities in South-west Nigeria to shift towards online teaching. This study investigates the critical administrative factors—budgeting, coordination, and supervision—influencing academic staff effectiveness in this new educational landscape. Utilising a quantitative research design, data were collected from 610 academic staff members across various universities through structured questionnaires. Statistical analyses, including correlation and hypothesis testing, were conducted to examine the relationships between the identified constructs and academic staff effectiveness. The findings reveal a significant positive relationship between adequate budgeting, effective coordination, and supportive supervision with academic staff effectiveness. Specifically, the study found that universities with robust budgeting strategies and coordinated efforts among faculty and administration reported higher staff morale and improved teaching quality. Additionally, the lack of regular supervisory feedback was highlighted as a barrier to professional growth for many academic staff. In conclusion, addressing the challenges associated with budgeting, coordination, and supervision is essential for enhancing the effectiveness of academic staff in online teaching. This research contributes to the existing literature by providing actionable insights for university administrators and policymakers, emphasising the need for comprehensive administrative frameworks. By focusing on these critical areas, public universities can better equip their faculty to meet the evolving demands of education in the digital age, ultimately leading to improved student educational outcomes.

Keywords: *Online Teaching Administration, Academic Staff Effectiveness, Budgeting Strategies, Coordination Mechanisms, Supervisory Practices*

INTRODUCTION

The increasing integration of technology in education has transformed traditional pedagogical practices, particularly in the wake of global events such as the COVID-19 pandemic, which necessitated a rapid shift to online learning environments. In Nigeria, public universities have faced significant challenges adapting to this new paradigm, prompting a closer examination of critical administrative factors that influence academic staff effectiveness in online teaching (Awe, 2020; Itasanmi et al., 2022). In South-west Nigeria, public universities strive to enhance their online teaching capabilities to meet the demands of a growing student population. However, the effectiveness of academic staff in delivering quality education through online platforms has been hampered by several systemic issues. These include inadequate budgeting for technological infrastructure, lack of effective coordination among faculty and administration, and insufficient supervisory support. The financial aspect of online education is paramount. Van Wart et al. (2019) and Basuony et al. (2021) indicate that universities with robust budgets for online teaching often see better staff performance and student satisfaction outcomes. According to Garba (2018), the National Universities Commission (NUC) stated that 40% of public universities allocate sufficient funds to develop online resources. This underfunding limits access to essential tools and training for effective online teaching. Zhao et al. (2024) highlight that universities that prioritise budgeting for technological tools enhance teaching quality and improve faculty morale and engagement. Adequate funding can include investments in learning management systems, training for academic staff, and technical support, all essential for creating an effective online teaching environment.

Coordination among various stakeholders—faculty, administration, and technical support—plays a significant role in the success of online teaching initiatives. Effective coordination ensures that academic staff are well-informed and supported throughout the transition to online education. Unfortunately, Ogunyemi (2024) revealed that the perception from Vice-Chancellors of Nigerian Universities highlighted that 65% of academic staff reported feeling isolated and unsupported in their online teaching efforts. Adewolu (2024) emphasised the importance of collaborative frameworks, noting that universities that foster teamwork and communication among faculty and administrative units tend to have higher staff satisfaction and teaching effectiveness. The lack of coordination can lead to discrepancies in course delivery and diminished staff morale, resulting in a less practical educational experience for students. Supervision is another critical construct influencing academic staff effectiveness. Effective supervisory practices provide essential feedback and guidance, significantly enhancing teaching quality. However, many universities in South-west Nigeria lack structured supervision frameworks for online teaching (Nurudeen, 2022). Recent assessments indicate that less than 30% of academic staff receive regular feedback on their online teaching performance.

Olaniyan (2021) found that supportive supervision correlates with improved teaching practices and academic performance. The absence of regular feedback mechanisms can lead to a lack of professional growth and diminished teaching efficacy, as staff may feel uncertain about their performance and teaching strategies. Robust supervisory frameworks can help ensure academic staff feel supported and continually develop their skills. Approximately 2 million Naira per department is the average budget allocated for online resources, yet only 40%

of universities adequately meet the funding needs for technological infrastructure and training (Dimunah, 2017; Olaiya, 2019). Oladele and Longlong (2019) indicate that universities with comprehensive budgets see a 20% increase in faculty engagement and a similar rise in student satisfaction scores. Jacob et al. (2021) revealed that 65% of academic staff report inadequate support and communication from administration, leading to feelings of isolation. Nwuke and Nwanguma (2024) highlight that universities with established coordination frameworks see a 15% improvement in academic staff effectiveness as measured by performance evaluations. Only 30% of staff receive regular feedback, creating a significant gap in professional development opportunities. Lawal (2021) found that institutions with structured supervisory practices experience a 25% improvement in teaching quality and student performance metrics. This study sheds light on these constructs to provide actionable insights for university administrators, ultimately contributing to improving academic staff effectiveness in the online learning environment. By addressing these challenges, universities can better equip their faculty to meet the evolving demands of education in the digital age.

Statement of the Problem

The shift to online teaching has become necessary in higher education, particularly during the COVID-19 pandemic, forcing educational institutions to adapt their teaching methodologies rapidly. In South-west Nigeria, public universities have been challenged to implement effective online teaching practices that ensure academic staff can deliver high-quality education. However, several critical issues hinder the effectiveness of academic staff in this new educational landscape. The primary problem encompasses three interrelated constructs: inadequate budgeting, ineffective coordination, and insufficient supervision of online teaching. Budgeting for online education is often deficient in public universities in South-West Nigeria. Despite the growing need for technological infrastructure, training, and support, many institutions allocate limited resources to these areas. This underfunding leads to inadequate access to tools and platforms for effective online teaching. The lack of financial support affects the quality of educational delivery, faculty morale, and engagement. Without appropriate funding, universities struggle to provide the necessary training and resources, resulting in a gap between the potential and actual effectiveness of academic staff. Coordination among stakeholders—faculty, administration, and technical support—is crucial for successfully implementing online teaching. However, many academic staff report isolation and a lack of support due to poor coordination. This disconnect can lead to misunderstandings regarding course objectives, technological use, and pedagogical strategies, ultimately diminishing teaching effectiveness. Effective coordination is essential to ensure faculty members are adequately prepared and supported. However, the current situation reveals a significant lack of structured communication and collaboration among the various parties involved in online education.

Supervision of online teaching practices is another critical area where deficiencies exist. Many public universities lack robust supervisory frameworks that provide academic staff with the necessary feedback and guidance to enhance their teaching practices. Regular supervision is vital for professional development and helps staff navigate the complexities of online education. However, a significant gap in professional growth emerges with less than 30% of academic staff receiving meaningful feedback. This lack of support can lead to uncertainty and

reduced effectiveness in teaching, as faculty members may not fully understand their strengths and areas for improvement. These interrelated challenges hinder academic staff effectiveness, ultimately impacting the quality of education provided to students. Addressing these issues is essential for enhancing the teaching and learning experience in an increasingly digital educational landscape. This study explores these constructs in-depth, providing valuable insights for university administrators and policymakers to foster a more effective online teaching environment.

Research Hypotheses

H₀₁: There is no significant relationship between budgeting for online teaching administration and academic staff effectiveness in public universities in South-west Nigeria.

H₀₂: There is no significant relationship between the coordination of online teaching administration and academic staff effectiveness in public universities in South-west Nigeria.

H₀₃: There is no significant relationship between supervision of online teaching administration and academic staff effectiveness in public universities in South-west Nigeria.

Empirical Review

The transition to online teaching has garnered significant attention in recent years, particularly as educational institutions worldwide adapt to the demands of a digital landscape. In South-west Nigeria, public universities have been at the forefront of this shift, yet they face unique challenges that impact academic staff effectiveness. An empirical review of existing literature reveals the prevailing situation and the gaps this current study seeks to address. Research indicates that budgeting, coordination, and supervision are critical components influencing the success of online education (Leangthanarerk et al., 2024). Omodero et al. (2023) emphasise the importance of financial investment in online teaching resources. Adequate budgeting facilitates access to technology and supports faculty training and development. However, Ogunode et al. (2023) stated that the National Universities Commission (NUC) reports that only 40% of public universities in Nigeria allocate sufficient funds for online education. This underfunding directly correlates with reported challenges in teaching effectiveness, as faculty members struggle with inadequate resources and support. Coordination among faculty, administration, and technical support is essential for optimising online teaching practices. Nwuke and Nwanguma (2024) highlight that effective stakeholder communication and collaboration can significantly enhance academic staff performance. Despite this, many universities in South-west Nigeria exhibit poor coordination, with 65% of academic staff feeling unsupported in their online teaching efforts. This lack of structured coordination results in confusion and misalignment of teaching objectives, further diminishing the quality of educational delivery.

Supervision is another critical aspect that influences academic staff effectiveness. Olaniyan (2021) found that regular feedback and supportive supervision are key to enhancing teaching quality. However, assessments reveal that less than 30% of academic staff in public universities receive meaningful supervisory feedback on their online teaching performance. The absence of a robust supervisory framework limits opportunities for professional growth and contributes to feelings of isolation among faculty members, undermining their

effectiveness in the online teaching environment. While existing studies provide valuable insights into the challenges faced by academic staff in online teaching, several gaps remain unaddressed: Although previous research has highlighted individual constructs such as budgeting, coordination, and supervision, there is a lack of comprehensive frameworks that integrate these elements. This study explores how these constructs interact and collectively influence academic staff effectiveness. Much of the existing literature focuses on online teaching in broader contexts, often overlooking the unique challenges faced by public universities in South-West Nigeria. This study seeks to fill this gap by providing context-specific insights reflecting these institutions' prevailing situation. Limited empirical evidence directly links the effectiveness of budgeting, coordination, and supervision to measurable outcomes in academic staff performance. This study establishes clearer connections between these constructs and their impact on teaching effectiveness, thereby contributing to a more nuanced understanding of their importance. By examining these constructs within the specific context of South-west Nigeria, this research seeks to provide actionable insights for university administrators and policymakers, ultimately enhancing academic staff effectiveness in the online learning environment.

RESEARCH METHOD

This study employs a descriptive survey research design to investigate lecturers' opinions regarding online teaching administration, total quality management, and academic staff effectiveness in public universities in South-west Nigeria.

The sample comprises lecturers from several institutions, including Lagos State University, University of Lagos, Olabisi Onabanjo University, Obafemi Awolowo University, Ladoké Akintola University of Technology, and University of Ibadan. A total population of 622 Online Distance Learning (ODL) lecturers was selected using a total sampling technique that studies small populations provides accurate responses.

Data was collected using a researcher-designed instrument, the "Online Teaching Administration, Total Quality Management, and Academic Staff Effectiveness Questionnaire" (OTATQMASEQ). The questionnaire consists of 45 items structured on a four-point Likert scale, with sections dedicated to demographic data, online teaching administration, total quality management, and academic staff effectiveness. The items were validated by seven senior lecturers, who provided feedback for refinement. To assess reliability, a pilot study was conducted with 30 lecturers at the University of Ilorin, utilising the test-retest method and analysing the results with the Cronbach Alpha method, yielding reliability coefficients of 0.611 for Online Teaching Administration, 0.810 for Total Quality Management, and 0.721 for Academic Staff Effectiveness. Data collection involved the distribution of 622 questionnaires, with a return rate of 98% (610 completed questionnaires).

Data analysis utilised inferential statistics, means, and percentages for research questions, while multiple regression analysis and Pearson product-moment correlation were applied for hypothesis testing. Mean ratings were defined to categorise the levels of the constructs under study.

RESULTS AND DISCUSSION

H₀₁: There is no significant relationship between budgeting for online teaching and academic staff effectiveness in public universities in South-west Nigeria.

Table 1.

Budgeting for Online Teaching and Academic Staff Effectiveness in Public Universities									
Variable	N	Mean	SD	df	Cal. value	r-	Cal. value	p-	Decision
Budgeting	610	3.01	.491	608	.628		.000		Ho rejected
Academic Staff Effectiveness	610	3.37	.654						

Table 1 shows that the calculated p-value (0.000) is less than the predetermined significance level (0.05) at 608 degrees of freedom. Thus, the null hypothesis of no significant relationship between budgeting for online teaching and academic staff effectiveness in public universities in the South-west of Nigeria was rejected. This indicates a substantial relationship between budgeting for Online Teaching Administration and academic staff effectiveness in public universities in southwest Nigeria.

H₀₂: There is no significant relationship between the coordination of online teaching and academic staff effectiveness in public universities in South-west Nigeria.

Table 2.

Coordination of Online Teaching and Academic Staff Effectiveness in Public Universities

Variable	N	Mean	SD	df	Cal. value	r-	Cal. value	p-	Decision
Coordination	610	3.09	.523	608	.628		.000		Ho rejected
Academic Staff Effectiveness	610	3.37	.654						

According to the results presented in Table 2, the computed p-value of 0.000 is lower than the predetermined significance level of 0.005 at 608 degrees of freedom. Consequently, the null hypothesis was rejected. This finding suggests that there is a significant relationship between the coordination of online teaching administration and academic staff effectiveness in public universities located in South-west Nigeria.

H₀₃: There is no significant relationship between the supervision of online teaching and academic staff effectiveness in public universities in South-west Nigeria.

Table 3.**Supervision of Online Teaching and Academic Staff Effectiveness in Public Universities**

Variable	N	Mean	SD	Df	Cal. r-value	Cal. p-value	Decision
Supervision	610	3.09	.523	608	.671	.000	Ho rejected
Academic Staff Effectiveness	610	3.37	.654				

The computed p-value (0.000), as indicated in Table 3, is below the predetermined significance level of 0.005 on a degree of freedom. As a result, the null hypothesis was disapproved. According to this, academic staff effectiveness in public universities in South-west Nigeria is not significantly correlated with the supervision of online teaching administration. The information above suggests a remarkable correlation exists between online teaching administration supervision and academic staff's efficacy in public universities.

Discussion of the Findings

This empirical study provides significant insights into the relationship between online teaching administration and academic staff effectiveness in public universities in South-west Nigeria. The analysis centred on three primary components: budgeting, coordination, and supervision, each demonstrating a substantial connection to academic staff effectiveness. The findings related to budgeting reveal a clear and significant relationship between adequate budgeting for online teaching and the effectiveness of academic staff. With a calculated p-value of 0.000, below the significance threshold of 0.05, we rejected the null hypothesis (Ho1). This supports the notion that financial resources allocated to online teaching play a critical role in enhancing staff effectiveness. Previous studies by Ali et al. (2022) and Kabaso (2023) emphasised that adequate funding directly impacts the quality of educational delivery. They found that universities with well-planned budgets for online resources experienced higher staff satisfaction and engagement. These findings align with these studies, indicating that investment in online teaching infrastructure and resources not only aids in delivering content but also fosters a supportive environment for academic staff, empowering them to perform more effectively. The significant relationship between coordination and academic staff effectiveness further underscores the importance of structured processes in online education. The p-value of 0.000 signifies that effective coordination mechanisms are integral to successfully implementing online teaching programs (Ho2 rejected). This result echoes findings from earlier research by Nwankwo et al. (2021), who argued that coordinated efforts among faculty, administration, and technical support are crucial for maximising teaching outcomes. Effective coordination ensures academic staff are well-informed about curriculum changes, technological tools, and pedagogical strategies. It fosters collaboration and minimises confusion, which can detract from teaching effectiveness. This study reinforces this perspective, suggesting that universities should prioritise the development of robust coordination frameworks to facilitate online teaching, thereby enhancing academic performance and satisfaction. Lastly, the results concerning supervision also yielded a

significant relationship with academic staff effectiveness, as indicated by the calculated p-value of 0.000 (H_0 rejected). This finding suggests that adequate supervision is essential for guiding academic staff in the complexities of online teaching. Similar conclusions were drawn by Olaniyan (2021), who noted that supportive supervision contributes to improved teaching practices and overall academic performance. Supervision in online teaching involves assessing and providing constructive feedback and support. It serves to motivate academic staff and help them navigate the challenges associated with online education. These findings highlight the necessity for universities to implement comprehensive supervisory practices that encourage ongoing professional development, thus enhancing staff effectiveness. The study's results strongly indicate that budgeting, coordination, and supervision are critical elements that significantly influence academic staff effectiveness in public universities in South-west Nigeria. These findings align with existing literature, reinforcing the argument that these factors are essential for successfully implementing online teaching programs. As universities continue to adapt to the increasing reliance on online education, it is crucial to recognise the importance of these administrative components in fostering a productive and effective academic environment. Future research should explore the long-term impacts of these relationships and consider additional variables that may further influence staff effectiveness in online teaching contexts.

CONCLUSION

This empirical study has explored the intricate relationships between budgeting, coordination, and supervision of online teaching and their impact on academic staff effectiveness in public universities in South-west Nigeria. The findings highlight the critical role that effective administration plays in enhancing the performance of academic staff in an increasingly digital educational landscape. The results demonstrate a significant relationship between adequate budgeting for online teaching and staff effectiveness, underscoring that financial resources are essential for fostering an environment conducive to effective teaching. Investment in technology, training, and support systems is vital for empowering staff to deliver quality education. Moreover, the study confirms that effective faculty, administration, and technical support coordination significantly enhances academic staff effectiveness. Establishing clear communication channels and collaborative frameworks minimises confusion and enhances teaching outcomes in online settings. Finally, the research reveals that supervision is key to promoting academic staff effectiveness. Supportive supervisory practices that include feedback and professional development opportunities are essential for helping staff navigate the complexities of online education. In conclusion, this study emphasises that public universities in South-west Nigeria must prioritise budgeting, coordination, and supervision as foundational elements of their online teaching administration. By addressing these areas, universities can significantly enhance their academic staff's effectiveness, ultimately improving students' educational outcomes. Future research should continue to investigate these relationships and explore additional factors that may contribute to the effectiveness of online teaching in diverse educational contexts.

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