

INSTITUTIONAL DEVELOPMENT INITIATIVES AS DETERMINANTS OF ACADEMIC STAFF PRODUCTIVITY IN PUBLIC HIGHER INSTITUTIONS IN OSUN STATE, NIGERIA

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Abstract

This paper investigated institutional development initiatives as determinants of academic staff productivity in public higher institutions in Osun State, Nigeria. The study was guided by three research questions and three hypotheses. Survey research design was adopted in the study. A sample size of 344 respondents was randomly selected in two public higher institutions in Osun State. Self-designed questionnaire was used for collection of data in the study. The data collected were analysed using mean, standard deviation, simple regression and Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The findings revealed that institutional development initiatives enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria significantly; significant relationship existed between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria; and significant relationship existed between institutional development initiatives and academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria. The study concluded that institutional development initiatives are critical determinants of academic staff productivity in public higher institutions in Osun State, Nigeria. The study recommended among others that the management of public higher institutions should organise training and enlightenment programmes regularly for academic staff on importance of community services and ways of participating in community services; and government should work in conjunction with the management of higher institutions in the provision of relevant development programmes or trainings for academic staff to enhance their job effectiveness.

Keywords: Academic Staff Productivity, Community Engagement Services, Institutional Development Initiatives, Public Higher Institutions.

Introduction

Higher education institutions occupy a strategic position in national development, particularly in developing countries such as Nigeria where universities, polytechnics, and colleges of education serve as engines for human capital development, research advancement, and societal transformation. The ability of these institutions to effectively perform their statutory functions depends largely on the productivity of their academic staff, who are responsible for teaching, research, and community service. Academic staff productivity refers to the extent to which lecturers effectively engage in teaching, research output, publications, community service, and administrative responsibilities (Ladipo, Alegbeleye, Soyemi &

Ikonne, 2022). It is often measured through indicators such as number of publications, teaching effectiveness, research grants, and community engagement.

Academic staff productivity has continued to attract scholarly attention due to its direct link with institutional effectiveness and global competitiveness. In practical terms, productivity is reflected in teaching quality, research output, scholarly publications, supervision of students, and participation in community-oriented activities. According to Oyeyemi, Ejakpovi, Oyeyemi, and Adeniji (2019), research productivity remains one of the most widely used indicators for evaluating academic staff performance in Nigerian universities. However, beyond research output, a holistic view of productivity also considers teaching effectiveness and institutional contributions. It also includes effective participation in internal administration of the school system.

In Nigeria, concerns about declining academic staff productivity have become increasingly pronounced. While the country has recorded growth in the number of tertiary institutions and enrolment rates, this expansion has not always been matched with proportional improvements in institutional capacity and staff performance. Odeyemi, Odeyemi, Bamidele, and Adebisi (2019) observed that although research output in Nigeria has increased quantitatively, issues relating to quality, impact, and international visibility persist. This suggests that systemic challenges within institutions may be limiting the full realisation of academic potential.

One of the key responses to these challenges has been the introduction of institutional development initiatives. These initiatives are deliberate efforts by governments and institutional authorities to strengthen internal capacity, enhance staff competencies, and improve overall organizational performance. They typically include staff training and development programmes, provision of research grants, infrastructural improvement, ICT integration, and reforms in institutional policies. Institutional support mechanisms play a crucial role in shaping academic staff productivity. This may be why Peretomode and Chukwuma (2018) argued that provision of development programmes for academic staff has the tendency to enhance their job performance through acquisition of new knowledge and skills. Also, Akinwumi and Okeke (2021) reported that institutional interventions such as improved funding structures and public-private partnerships contribute significantly to enhanced academic performance in Nigerian universities. Similarly, the availability of functional infrastructure, such as well-equipped laboratories, libraries, and digital facilities, has been linked to improved teaching delivery and research output (Ajayi, 2024).

In addition to physical resources, the institutional environment, including policies and motivational structures, also influences academic staff productivity. For instance, Orugun, Zakariya, and Nafiu (2019) reported that factors such as remuneration, job security, and conducive working conditions significantly affect the performance of academic staff in Nigerian higher institutions. Where institutional policies are perceived as supportive and transparent, academic staff are more likely to demonstrate higher levels of commitment and engagement. They are also likely to perform better if given any administrative post within their school system.

Furthermore, institutional expectations regarding promotion and career advancement often shape academic behaviour. In many Nigerian universities, promotion criteria are strongly tied to research output and publication in reputable journals. While this has encouraged increased scholarly activity, it has also introduced pressure that may affect job satisfaction and work-life balance (Agha, Ndukaihe, & Eyisi, 2023). This underscores the need for balanced policies that promote productivity without undermining staff well-being.

All over the world, there is growing evidence that targeted institutional development initiatives, especially those focusing on capacity building, research collaboration, and digital transformation can significantly improve academic staff performance and global visibility. Despite the growing body of literature on academic staff productivity, there is still limited context-specific evidence focusing on public higher institutions in Osun State, Nigeria. Most existing studies have examined institutional factors at national or regional levels without adequately addressing how specific development initiatives interact to influence productivity of academic staff, particular in tertiary institutions in Osun State. It is against this backdrop that this study investigated institutional development initiatives and academic staff productivity in public higher institutions in Osun State, Nigeria.

Statement of the Problem

The problem of low productivity among workers has become a critical issue to employers across the world. This problem has been attributed to workers' inadequate skills to enhance their productivity. In most of the Nigerian public higher institutions, various institutional development initiatives are being implemented. Despite the implementation of these programmes, academic staff productivity remains a major concern. Supporting this view, Orugun et al. (2019) reported that research output, teaching effectiveness, and community engagement among academic staff are below expected standards in many institutions. In addition, several challenges persist, including inadequate funding, poor implementation of staff development programmes, insufficient research grants, lack of modern facilities, and ineffective institutional policies. These issues have led to low motivation, poor job satisfaction, and reduced commitment among academic staff. Although previous studies have examined institutional factors and staff productivity in Nigeria, there is limited empirical evidence focusing specifically on institutional development initiatives and their direct influence on academic staff productivity in Osun State public higher institutions. This gap necessitated a systematic investigation into how institutional development initiatives impact academic staff productivity in tertiary institutions in the state. Consequently, this study investigated institutional development initiatives and academic staff productivity in public higher institutions in Osun State, Nigeria.

Purpose of the Study

The main purpose of this paper was to investigate institutional development initiatives and academic staff productivity in public higher institutions in Osun State, Nigeria. Specifically, the study sought to:

- i. ascertain the extent to which institutional development initiatives enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria;
- ii. examine how institutional development initiatives and participation of academic staff in administration are related in public higher institutions in Osun State, Nigeria; and

- iii. determine the relationship between institutional development initiatives and academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria.

Research Questions

These questions guided this study:

1. To what extent do institutional development initiatives enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria?
2. How do institutional development initiatives and participation of academic staff in administration relate in public higher institutions in Osun State, Nigeria?
3. What is the relationship between institutional development initiatives and academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria?

Research Hypotheses

The following null hypotheses were tested in this study:

Ho₁: Institutional development initiatives do not significantly enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria.

Ho₂: There is no significant relationship between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria.

Ho₃: There is no significant relationship between institutional development initiatives and academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria.

Methods

This research was carried out in Osun State, Nigeria. Osun State has three public universities and one public College of Education. Survey research design was adopted in this study. However, one public university and a public College of Education in Osun State were randomly selected for this study. These public higher institutions were Osun State University (UNIOSUN), Osun State; and Osun State College of Education, Ila Orangun, Osun State. The study's population was 512 academic staff in the two selected public higher institutions in the state. Taro Yamane sample size calculator was used for sample size determination. The sample size for this study was three hundred and forty-four (344). Consequently, simple random sampling and proportionate sampling techniques were used for the selection of the academic staff sampled in the two chosen public higher institutions. Specifically, of the number of academic staff selected from each of the two chosen public higher institutions was based on their population. Researcher-designed questionnaire was used data collection from the academic staff. The coefficient of reliability of the questionnaire was 0.75 using Cronbach Alpha method. The data collected through the questionnaire administered were analysed using mean, standard deviation, simple regression and Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Results

Out of the three hundred and forty-four (344) copies of the questionnaire administered, only, three hundred and twelve (312) were duly completed and returned by the respondents. This represents 90.7% rate of return. Thus, the figure (312) was used for the analysis in this sub-section.

Research Question 1: To what extent do institutional development initiatives enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria?

Table 1: Institutional development initiatives and Capacity for Community Engagement Services

S/N	Items	VHE	HE	ME	LE	Mean	S.D	Remarks
1.	Institutional training programmes have raised the capacity of academics for organising conferences and workshop within and outside the school community.	162 51.9%	150 48.1%	0 0.0%	0 0.0%	3.52	0.50	Very High Extent
2.	Research grant writing workshops have enhanced the capacity of academic staff for building partnerships with the school communities.	114 36.5%	174 55.8%	12 3.8%	12 3.8%	3.25	0.70	High Extent
3.	Conferences organised in the institutions have enhanced the capacity of academic staff for enhancing community awareness and enlightenment.	100 32.1%	112 35.9%	49 15.7%	51 16.3%	2.84	1.05	High Extent
4.	Enlightenment programmes on community service delivery have enhanced the capacity of academic staff to develop scholarly skills in the digital era.	78 25.0%	117 37.5%	65 20.8%	52 16.7%	2.71	1.02	High Extent
5.	Seminars and up-skilling training for professional effectiveness have enhanced the capacity of academic staff for increasing quantity and quality service teaching courses.	102 32.7%	104 33.3%	60 19.2%	46 14.7%	2.84	1.04	High Extent
Grand Mean						3.03	0.86	High Extent

Scales: VHE=Very High Extent ($x \leq 4$), HE= High Extent ($x \leq 3$), Moderate Extent ($x \leq 2$), LE=Low Extent ($x \leq 1$)

The analysis in Table 1 reveals that the grand mean of the five items is 3.03 with a standard deviation of 0.86. The individual mean of the five items shows that most of the respondents were of the opinion that institutional training programmes have raised the capacity of academics for organising conferences and workshop within and outside the school community; research grant writing workshops have enhanced the capacity of academic staff for building partnerships with the school communities; conferences organised in the institutions have enhanced the capacity of academic staff for enhancing community awareness and enlightenment; enlightenment programmes on community service delivery have enhanced the capacity of academic staff to develop scholarly skills in the digital era; and seminars and up-skilling training for professional effectiveness have enhanced the capacity of

academic staff for increasing quantity and quality service teaching courses. Therefore, it can be deduced from these results that institutional development initiatives enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria to a high extent.

Research Question 2: How do institutional development initiatives and participation of academic staff in administration relate in public higher institutions in Osun State, Nigeria?

Table 2: Institutional development initiatives and Participation of academic staff in administration in higher institutions

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Institutional development initiatives enhance academic staff in the management of school resources for improved productivity.	78 25.0%	205 65.7%	26 8.3%	3 1.0%	3.15	0.59	Agreed
2.	Institutional training programmes improve the decision-making skills of academics for participation in school administration.	103 33.0%	161 51.6%	48 15.4%	0 0.0%	3.18	0.67	Agreed
3.	Research training workshops enhance academic staff professional skills for accuracy and reduction of academic wastage in the development of the department and faculty and the school as a whole.	35 11.2%	216 69.2%	58 18.6%	3 1.0%	2.91	0.57	Agreed
4	Enlightenment programmes on community service delivery have enhanced the capacity of academic staff to develop scholarly skills in the digital era	86 27.6%	199 63.8%	21 6.7%	6 1.9%	3.17	0.63	Agreed
5.	Seminars and up-skilling training ensure the professional effectiveness of academics for enhancing internal control of the departments and research units.	96 30.8%	197 63.1%	16 5.1%	3 1.0%	3.24	0.59	Agreed
6.	Training programmes influence research ethics and technicalities of academic staff for seamless and quality administrative processes.	84 26.9%	193 61.9%	26 8.3%	9 2.9%	3.13	0.67	Agreed
Grand Mean						3.13	0.62	Agreed

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

The analysis in Table 2 reveals that the individual mean of the six items ranges from 2.91 to 3.24, which is approximately 3. Also, the grand mean of the six items is 3.13 with a standard deviation of 0.62. These results indicated that the respondents agreed with all the six items. Based on these results, it can be inferred that institutional development initiatives relate to participation of academic staff in administration in public higher institutions in Osun State, Nigeria.

Research Question 3: What is the relationship between institutional development initiatives and academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria?

Table 3: Institutional development initiatives and Academic staff's professional effectiveness in public higher institutions

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Training programmes on teaching and learning delivery are important for academics in enhancing their job effectiveness.	128 41.0%	174 55.8%	10 3.2%	0 0.0%	3.38	0.55	Agreed
2.	Workshops on research grant writing are relevant for academics to increase grant funding and awards for research and other project activities.	133 42.6%	134 42.9%	45 14.4%	0 0.0%	3.28	0.70	Agreed
3.	Conferences are important for academic staff to generate quality research output.	97 31.1%	192 61.5%	23 7.4%	0 0.0%	3.24	0.57	Agreed
4.	Enlightenment programmes are relevant for academics to enhance the quality of engagement in community service activities.	100 32.1%	189 60.6%	23 7.4%	0 0.0%	3.25	0.58	Agreed
5.	Seminars for up-skilling training are relevant for academic staff to increase their research publications.	111 35.6%	179 57.4%	19 6.1%	3 1.0%	3.28	0.62	Agreed
Grand Mean						3.29	0.60	Agreed

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

In Table 3, the individual mean of the five items and the grand mean of 3.29 with a standard deviation of 0.60 indicated that the respondents agreed with all the items. This means that training programmes on teaching and learning delivery are important for academics in enhancing their job effectiveness; workshops on research grant writing are relevant for academics to increase grant funding and awards for research and other project activities; conferences are important for academic staff to generate quality research output; enlightenment programmes are relevant for academics to enhance the quality of engagement in community service activities; and seminars for up-skilling training are relevant for academic staff to increase their research publications. Thus, institutional development initiatives relate to academic staff's professional effectiveness in public higher institutions in Osun State, Nigeria.

Testing of Hypotheses

Ho: Institutional development initiatives do not significantly enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria.

Table 4a: Model Summary on institutional development initiatives and academic staff's capacity for community engagement services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928 ^a	.861	.861	1.063

a. Predictors: (Constant), Institutional Development Initiatives

Table 4a shows that there is high positive relationship between institutional development initiatives and academic staff's capacity for community engagement services in public higher institutions ($R = 0.928$). The R^2 value of 0.861 shows that 86.1% of the variation in academic staff's capacity for community engagement services is explained by institutional development initiatives.

Table 4b: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2171.463	1	2171.463	1920.366	.000 ^b
	Residual	350.534	310	1.131		
	Total	2521.997	311			

a. Dependent Variable: Academic Staff Capacity for Community Engagement Services

b. Predictors: (Constant), Institutional Development Initiatives

The value of the ANOVA calculated in Table 4b reveals that the regression model is statistically significant [$F(1,310) = 1920.366$, $p < 0.05$]. This result indicates that institutional development initiatives significantly predict the academic staff's capacity for community engagement services

Table 4c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.594	.232		28.401	.000
	Institutional Development Initiatives	.648	.015	.928	43.822	.000

a. Dependent Variable: Academic Staff Capacity for Community Engagement Services

Analysis in Table 4c reveals that the calculated "t" value of 43.822 is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Therefore, the null hypothesis which stated that "Institutional development initiatives do not significantly enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria" was rejected. This implies that Institutional development initiatives significantly enhance academic staff's capacity for community engagement services in public higher institutions in Osun State, Nigeria.

H₀: There is no significant relationship between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria.

Table 5: Relationship between institutional development initiatives and participation of academic staff in administration in public higher institutions

		Institutional development initiatives	Participation of academic staff in administration in public higher institutions
Institutional development initiatives	Pearson		
	Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	312	312
Participation of academic staff in administration in public higher institutions	Pearson		
	Correlation	.643*	1
	Sig. (2-tailed)	.000	
	N	312	312

** . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that the calculated “r” value of 0.643 is significant because the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Thus, the null hypothesis which stated that “There is no significant relationship between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria” was rejected. This indicates that significant relationship existed between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria.

H₀: There is no significant relationship between institutional development initiatives and academic staff’s professional effectiveness in public higher institutions in Osun State, Nigeria.

Table 6: Relationship between institutional development initiatives and Academic staff’s professional effectiveness in public higher institutions

		Institutional development initiatives	Academic Staff’s Professional Effectiveness
Institutional development initiatives	Pearson		
	Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	312	312
Academic Staff’s Professional Effectiveness	Pearson		
	Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	312	312

** . Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows that the calculated “r” value of 0.514 is significant because the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Therefore, the null hypothesis

which stated that “There is no significant relationship between institutional development initiatives and academic staff’s professional effectiveness in public higher institutions in Osun State, Nigeria” was rejected. This implies that significant relationship existed between institutional development initiatives and academic staff’s professional effectiveness in public higher institutions in Osun State, Nigeria.

Discussion of Findings

This paper found that institutional development initiatives significantly enhanced the academic staff’s capacity for community engagement services in public higher institutions in Osun State, Nigeria. This implies that institutional development initiatives enhance academic staff’s capacity for community engagement services in the public higher institutions in Osun State significantly. This finding aligns with the finding of Idakwoji and Makolo (2022) who reported that continuous staff development enhances teaching and engagement in community services among academic staff significantly. Equally, Malami and Onen (2023) found that continuous professional development programmes or initiatives empower the academic staff to fulfill among others their community services roles proficiently. This implies that organisation of institutional development initiatives for academic staff will have positive effect on their participation in community services. Thus, institutional development initiatives enhance the capacity of academic staff for community engagement services in higher institutions significantly.

This research found that there was a significant relationship between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria. This implies that significant relationship existed between institutional development initiatives and participation of academic staff in administration in public higher institutions in Osun State, Nigeria. Supporting this finding, Suliman, Kruger and Pienaar (2020) reported that professional development programmes have tendency to enhance employees’ job performance, keep them abreast of the latest developments in their areas of specialisation and augment their competencies to discharge their duties (including school administration) effectively. Equally, Uzua, Okwori, and Oluwole (2021) established that human resource development initiatives such as provision of induction course, in-service training and organising conferences for academic staff have positive effect on their job performance in public universities. Likewise, Adanu (2024) reported that structured staff development initiatives enhance academic commitment and institutional success (including academic staff’s involvement in the administration of their institutions).

This study established that there is significant relationship between institutional development initiatives and academic staff’s professional effectiveness in public higher institutions in Osun State, Nigeria. This implies that institutional development initiatives and academic staff’s professional effectiveness in public higher institutions are significantly related. This aligns with the finding of Idakwoji and Makolo (2022) who reported that staff development programme enhances the capacity of the academic staff to be effective and efficient in accomplishing the objectives of establishing their schools. Similarly, Wushishi, Adamu and Faruk (2025) found that training programmes significantly improve teaching quality and research output. Hence, institutional development initiatives and academic staff’s professional effectiveness in public higher institutions are significantly related.

Conclusion

Effective implementation of development programmes is indispensable in any educational institution. These programmes or initiatives are crucial for the attainment of educational objectives in higher institutions. This is based on the fact that provision of such development programmes has the tendency to enhance staff and institutional performance. These initiatives were found among others in this study to enhance academic staff's engagement in community services and professional effectiveness. Thus, it can be concluded based on the findings of this study that institutional development initiatives are critical determinants of academic staff productivity in public higher institutions in Osun State, Nigeria.

Recommendations

Based on the findings of this paper, the following recommendations are hereby suggested:

1. The management of public higher institutions should organise training and enlightenment programmes regularly for academic staff on importance of community services and ways of participating in community services. This has the tendency to enhance academic staff's capacity for better engagement in community services.
2. The management of public higher institutions should organise school management related trainings and development programmes regularly for academic staff. This will enhance the academic staff's capacity for effective internal administration of their institutions.
3. Government should work in conjunction with the management of higher institutions in the provision of relevant development programmes or trainings for academic staff to enhance their job effectiveness. These development programmes should align with sustainable development goals and adoption of innovative technologies to encourage innovative practices among academic staff for better job performance and promote effective service delivery in higher institutions.

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