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Influence of Teaching and Research Activities of Lecturers' Job Productivity in University of Education Lagos State

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Abstract

Teaching, research, and community service are the three core responsibilities of academic staff in universities. This study analysed the research and teaching activities of lecturers and their job productivity in University of Education in Lagos State. A descriptive research design was employed for the study. The population of the study comprised 470 academic staff from the seven existing colleges in the university. A total of five colleges were selected through simple random sampling and 70 academic staff was drawn using proportionate stratified random sampling technique. Three research instruments tagged "Research Activities Questionnaire (RAQ), Teaching Activities Questionnaire (TAQ) and Job Productivity Questionnaire (JPQ) were designed for the study. The study found that teaching activities is hampered by inability to deploy the use of ICT. The study further established that research and teaching activities contribute varyingly to the job productivity of lecturers in the University. The study recommended that the University management should ensure that teaching activities of academic staff is given adequate priority in the criteria for promotion and quality of research work should be improved through the provision of adequate funding and sponsorship of local and international conferences, seminars and workshops.

Keywords: *Research activities, teaching activities, job productivity*

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Introduction

The issue of Job Productivity in an organization is it educational or otherwise is a recurring issue. In the higher institutions lecturers effectiveness on their job is majorly measured by their job productivity and this is a function of many factors such as teaching activities, research activities, work environment, technology adaptation, professional development, personal factors, etc (Chotivanich 2007, Graham and Nikolowa 2013, Underwood 2009, Bangun et al 2021, Ajayi and Adeyemi 2011). The problem of lecturers' Job Productivity is a contemporary issue that requires a continuous study as a result of its relationship with the university efficiency and its tendency to predict the quality of the products from the system.

According to Armstrong (2001), productivity is the act of accomplishing an organization's ultimate goals through processing input to represent the system's anticipated output. According to Mathis and Jackson (2000), job productivity is a measure of the volume and quality of work produced while also accounting for the cost of the resources utilized to carry out the activity. They said that one should take into account unit labor cost or the total labor cost per unit of output in order to gauge job productivity. They stressed that three factors such as ability to work, level of effort, and assistance provided to a person determine productivity. They defined productivity as ability times effort times support and this is synonymous to job performance. In addition, they emphasized the need to consider production quality as part of productivity since there may be an alternative in which a more but lesser quality is produced.

In his study, Naseer (2010) found that the following variables affected academic staff members' productivity: personal skills, the teaching-learning process, obligations and punctuality, administrative skill, supervision, and professional ethics. According to Watson, Hayes, and Tekelas (2020), academics productivity is impacted by increased teaching and high demand for teaching, academics' pressure to participate in more research activities, problems with governmental policy changes, and a shortage of funds. To substantiate this, Folunso, Adewale, and Abodunde (2014) argued that the performance of academic staff is crucial because high-quality tertiary education is an important way to develop the teachers required for Universal Primary Education, the skilled medical professionals, community workers, and welfare providers, as well as the economists, accountants, and journalists needed for better private businesses and better governance. Additionally, they said that higher education must guarantee that the standards required for socioeconomic and political development is contributed to in order for it to foster the aforementioned capacities.

According to Mbon et al (2019), job productivity refers to the extent to which university academics undertake a variety of tasks, including teaching, research, and community service. Many factors have been identified as contributing to problem of Job productivity of academic among these are workplace conditions or work environment, participation in decision making , students behavior and attitude in the classroom etc (Naseer, 2010). The dimension of the problem has been brought out by different studies based on different criteria such as specific stages of the educational process, such as input (staff qualifications, student characteristics, and material resources), processes (teaching methods, student involvement, and feedback), and output (student qualifications, employment rates, and staff publications). There may also be quantitative information available, including test pass rates, reference counts for academic works, etc. In other cases, survey data from students or employers may be collected. Metrics like alumni feedback are often employed in higher education institutions to evaluate the effectiveness of the teaching staff. Teaching includes both the actions taken and the processes used. If higher education institutions wish to assure quality performance in teaching, they must make sure that their students are prepared both for their initial position and the foundation for performance in future jobs. The ability to be cognizant of the client's needs is a component of performance quality. Universities must work hard to develop graduates who can meet companies' needs (McNay, 1997; Ashe-Eric, 2001; Mulford, Kendall & Kendall, 2004; Griffith 2004)

The efficiency with which resources are used to produce output is gauged by teaching activities. It is defined as the ratio of output produced by the organization and the resources consumed in the process of teaching and learning, It is a gauge for how well the entire teaching and learning process employs its workforce. According to Babalola (2009), by expanding the labor force, the amount of labor performed per hour, and wages, productivity can be raised. However, negating this assertion Ashenden (1990) points out that increased productivity does not result from spending more funds or working longer hours. Teaching productivity therefore is concerned with maximizing output, in order words, the output that is student performance is very important in this regards.

Research activities, according to Okonedo, Popoola, Emmanuel, and Bamigboye (2015), are frequently used interchangeably with publication output, publication productivity, research output, and occasionally knowledge productivity. Research Productivity is the indication of efficiency of academics in solving the numerous problems in their specialize field or in

education in general. It could be measured both qualitatively and quantitatively. Many factors have been identified as affecting research productivity these factors include institutional features, demographic variables, academic capacity, confidence and self-efficacy, Choice of topic and various social aspect such as workload, time spend, level and types of communication, supervision of doctoral student etc (Brew et al 2015). Contributing to factors influencing lecturers research performance Gunawan (2020) stated that salaries is related to academic ranking and this affect job satisfaction which in turn determines organizational performance. He further reiterates that academic ranking affects job performance referring that productivity of professors is higher than other positions. The study of staff development practices and lecturers' Job Performance between Nigeria and Parkistan Universities carried out by Awodigi and Ijaya (2019) revealed that a significant difference exist between lecturer teaching performance in Nigeria and Parkistan universities in terms of staff development practices and it was concluded that staff development practices has contributed to lecturers' teaching performance more in Parkistan than in Nigeria. Teaching as one of the activities of the lecturers has been given less attention as put by Ifedili and Ifedili (2011) that teaching as one of the expected duties of lecturers has been relegated, with emphasis placed on writing of papers for publication to earn promotion than attending to lectures. The problem of lecturer job productivity could be a function of many institutional base factors and beyond, existing studies have shown that little have been done on the relative and composite contributions of teaching and research activities on lectures' job productivity. Therefore, specific to this study was the need to verify the influence of research and teaching activities on Lecturers' Job productivity.

Purpose of the Study

The study analyzed research and teaching activities and Job productivity of lecturers in University of Education in Lagos State. In specific terms the study attempted to;

- determine the combined influence of teaching and research activities on lecturers' job productivity in Lagos State University of Education.
- determine the relative influence of teaching and research activities on lecturers' job productivity in Lagos State University of Education.
- determine the relationship between teaching activities and lecturers' job productivity in Lagos State University of Education.

- determine the relationship between research activities and lecturers' job productivity in Lagos State University of Education.

Hypotheses

The following hypotheses were formulated to guide the research.

H0₁: There is no significant composite contribution of research and teaching activities on lecturers' job productivity in Lagos State University of Education.

H0₂: There is no significant relative contribution of research and teaching activities on lecturers' job productivity in Lagos State University of Education.

H0₃: There is no significant relationship between research activities and lecturers' job productivity in Lasued.

H0₄: There is no significant relationship between research activities and lecturers' job productivity in Lasued.

Literature Review

Concept of Job productivity of academics

Productivity according to Wilberforce (2004) denotes the actual ratio to output of any work organization. This is the aggregate of academic activities of an academics capable of adding values to the institution. The structure of the discrete behavioral episodes that a person engages in over the course of a typical period of time is also measured by the total expected value. Kell and Motowidlo (2012)

Concept of research activities of academics

Research activities comprise of two major words: research means to find out, investigate or observe a phenomenon or situation, while activities refer to occupation or enterprise. According to Iqbal and Mahmood (2011), research efforts in higher education refer to the publication of papers in scholarly journals, books, or conference proceedings. Academics frequently refer to the concept of research activities as knowledge creation. Research activities are described by Abramo and D'Angelo (2014) is a process where the inputs are people, tangible (scientific

instruments, materials, etc.) and intangible (accumulated knowledge, social networks, economic rents, etc.) resources, and where the output, new knowledge, has a complex character of both tangible and intangible natures (tacit knowledge, consulting activity, etc.).

When academics become more teaching and research-focused rather than working more intensively in the classroom, they encounter challenges (Iqbal & Mahmood, 2011, Nguyen, 2015). This is just one of many factors affecting academics' research output and activity. Similarly, Babu and Singh (1998) proposed eleven factors that affect academic researchers' research productivity, including perseverance, adequate resources, access to literature, initiative, intelligence, creativity, and learning capacity. Additionally, they recommended fostering leadership, a drive for success, an outward focus, and a commitment to one's vocation.

Concept of teaching activities of academics

Teaching activities basically is the output of the process of learning visible through a change in behaviour or quantifiable academic performance. In the opinion of Elison (1986) many factors other than pay contribute to teaching activities such include method, techniques, management of teaching, research and development, leadership, organizational culture, and teacher competence. Teaching activities is the process of attending to peoples need experiences and feelings and making specific intervention to affect their behaviour positively. Teaching activities is the interactions that take place to achieve desired objective in an educational system.

Relationship between Research and Teaching productivity

It has been argued that teaching and research are related. According to Rowland (1996) investigation on faculty members' perceptions of the relationship between the two. Teaching and research should co-exist in any department in a synergistic balance. The provision of support and stimulation is one clear connection between teaching and research. It is believed that university lecturers should actively participate in both teaching and research as key components of their jobs because doing so would raise the level of their instruction. The American Assembly of Collegiate Schools of Business (AACSB) also provided four reasons for conducting research: (i) It enhances society's general knowledge; (ii) It is an essential component of good education; (iii) It enhances the application of a specific field in the actual world of concerns; (iv) maintaining one's own self-discipline or self-image is vital; and (v) maintaining one's own affairs.

The lecturers training and potential for research affect the quality of the instruction. Everyone should strive to produce high-quality research and instruct students effectively as these activities also support employment security of academics. Research has the propensity to draw in students of various academic levels, this is also crucial for the university's long-term development. Pratt & Margaritis (1999), laid emphasis that following new performance targets has become crucial for universities, including the quantity of PhD and MBA graduates, the quantity of research contracts, and of course the caliber of research and publications are important issues of note in the universities. Levy and Cooke (1990) presented an opposing viewpoint to the one above, arguing that conducting research reduces a faculty member's efficacy as a teacher and raises the possibility that teaching and research are incompatible in a university setting.

Hattie and Marsh (2002) and (2004) in their report on a meta-analysis of the relationship between teaching and research among university academics and subsequent contributions comparing the relationship between teaching and research in a particular institution came to the conclusion that research output example (quality, productivity, citations) and various teaching quality (student evaluation, peer rating) were discovered to be inextricably linked.

In contrast, Fox (1992) presented her findings on the topic, "research, teaching, and publication productivity: Mutuality versus competition in Academia". She expressed the opinion that there is a conflict between research and teaching and that individuals with high publication productivity have significant investments in research but not in teaching. These results revealed that academic investments are not confined to a single dimension, but rather involve various confusions between research and teaching.

Empirical studies on Research and teaching activities

Summarizing the views of Mantikayan and Abdulgani (2018) on the elements affecting research productivity, from a critical analysis of the literature, they listed the following factors such as self-efficacy, affiliation, motivation, commitment, orientation, and basic and advanced research skills as individual variables that have an impact on faculty members' research output.

In the research work by Jameel and Ahmad (2020) on factors impacting research productivity of academic staff at the Iraq higher education system, they found that research productivity is a vital element in enhancing the university ranking and, it is an important metric to measure the performance of academic staff. A survey was carried out among 87 academic staff randomly

selected at the university to determine the impact of fund, collaboration, Information and Communication Technology (ICT), and Job Satisfaction on Research Productivity. The results indicated that fund, collaboration, ICT and Job Satisfaction had positive and significant impact on Research Productivity.

In another study Naz, Ahmad. and Batool (2021) on the correlation of personal and institutional factors with research productivity among university teachers found that different components of institutional elements research procedure of departments, job and compensation, and assets and helping material have a poor, however positive correlation with research profitability of teaching personnel . Moore and Forero (2016) in their work on the considerations for higher efficiency and productivity in research activities reported that many factors that are known to affect research productivity; some of them imply the need for large financial investments and others are related to work styles. Awodigi and Ijaya (2019) comparing staff development practices and lecturers' job activities at universities in Nigeria and Parkistan found a significant difference between the lecturers' teaching activities at Nigerian universities and those at Parkistan universities in terms of staff development practices. It was also found that staff development practices had a greater impact on lecturers' teaching productivity in Parkistan than in Nigeria.

According to Namotebi (2019), who studied the relationship between instructional leadership and lecturers' productivity in public universities in Uganda with a population of 341 lecturers and 35 heads of departments, improving instructional leadership can be achieved by providing lecturers with adequate instructional resources and effectively supervising and monitoring them. According to Mayer (2012) research on the impact of online teaching on faculty productivity, 10 faculty members were interviewed to learn more about their reasons for choosing to teach online as well as how it has affected their productivity in both their teaching and their research. Ten people spoke about their own personal and professional reasons for wanting to teach online. As a result of design decisions and a rise in workload, according to the analysis of the interviews, numerous academics believed their productivity as teachers had increased. Gunnawan (2020) reported in his research, "Analysis of lecturers demographic factors affecting the lecturers research performance in Indonesia," that, of the other demographic factors taken into account for the study, only gender and administrative position had a significant impact on the performance of publications over a three-year period.

The findings of Fox (2012) on the research, teaching, and publication productivity: Mutuality Versus Competition in Academia, the article assesses two theoretical views about which there has been considerable, unresolved speculation. The findings pointed to a strain between research and teaching, those whose publication productivity is high have strong investments in research, but not in teaching. The findings suggested that research and teaching do not represent aspects of a single dimension of academic investments, but are different, conflicting dimension. Coldwell and Callaghan (2014) on Research versus teaching satisfaction and research productivity found that individuals who derive their primary job satisfaction from teaching are less research productive than individuals that derive their primary job satisfaction from research.

Methodology

This study analysed the research and teaching activities of lecturers and their job productivity in University of Education in Lagos State. A descriptive research design was employed for the study. The population of the study comprised 470 academic staff from the seven existing colleges in the university. A total of five colleges were selected through simple random sampling and 70 academic staff was drawn using proportionate stratified random sampling technique. Three research instruments tagged “Research Activities Questionnaire (RAQ), Teaching Activities Questionnaire (TAQ) and Job Productivity Questionnaire (JPQ) were designed for the study. The reliability indexes were 0.76, 0.81 and 0.76

Presentation of results

H0₁: There is no significant composite contribution of research and teaching activities on Lecturers’ Job productivity in Lagos State University of Education.

Table1: Model Summary of the composite contribution of teaching and research activities to lectures’ job productivity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates
1	.506 ^a	.256	.254	9.81320

Predictors: (Constant), RESEARCH, TEACHING

From the model summary table, the coefficient of determination or the R-Square value is 0.256 indicating that the combine predictors, teaching and Research explained 26% of the variation in the outcome job productivity. While factors accounting for 74% are outside the scope of this study.

Table 2: ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig
1	Regression	4875.744	2	2437.872	25.316	.000 ^b
	Residual	14155.928	147	96.299		
	Total	19031.672	149			

a. Dependent variable: JOB PRODUCTIVITY

b. Predictors: (Constant), RESEARCH, TEACHING

Based on the analysis performed on the data, the model is observed to be significant ($P(F=25.316) = .000$) of the two predictors (teaching and research) incorporated in the regression model, as one of the predictors is significant. The hypothesis is rejected

H0₂: There is no significant relative contribution of research and teaching activities on Lecturers' Job productivity in Lagos State University of Education.

Table 3: The Coefficient table showing the relative contribution of teaching and research activities to lectures' job productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	33.993	3.616		9.401	
1 TEACHING	.232	.148	.146	1.571	.118
RESEARCH	.929	.216	.400	4.306	.000

a. Dependent Variable: JOB PRODUCTIVITY

From the co-efficient table, both predictors teaching and research are observed to be significant. However, research contributed (0.400) while teaching indicated (0.146). Research is observed to be a stronger indicator compared to teaching on the standardized co-efficient (Beta). The prediction equation derived from the analysis performed is as shown below.

$$JPTV = 33.993 + 0.232* + Teaching + 0.929* research$$

The above equation indicated that an increase in teaching activities would lead to increase in 0.232 in lecturers’ job productivity activities. Also, an increase in research activities would lead to 0.929 in lecturers’ job productivity activities.

H0₃: There is no significant relationship between teachings activities and lecturers’ Job productivity in Lagos State University of Education.

Table 4: Showing relationship between teaching activities and lecturers’ Job productivity in Lagos State University of Education

Correlation is significant at the 0.01 level (2-tailed)

		TEACHING	JOB PRODUCTIVITY
TEACHING	Pearson Correlation	1	.403
	Sig. (2-tailed)		.000
	N	150	150
	Pearson Correlation	.403	1
JOB PRODUCTIVITY	Sig. (2 tailed)	.000	
	N	150	150

From the table above, teaching and Job productivity are observed to be related. The relationship between the two variables are relatively weak (r= 0.403 or 40%) in the positive direction and significant (P= 0.000 < 0.05). The relationship between teaching and job productivity indicates a weak likelihood of a change of one variable when the change in another variable takes place. More so, the hypothesis is therefore rejected (P < 0.05). However, there is significant relationship between them.

H04: There is no significant relationship between research activities and lecturers’ Job productivity in Lagos State University of Education.

Table 5: Showing relationship between research activities and lecturers’ Job productivity in Lagos State University of Education.

		TEACHING	JOB PRODUCTIVITY
JOB PRODUCTIVITY	Pearson Correlation	1	.494**
	Sig. (2-tailed)		.000
	N	150	150
RESEARCH	Pearson Correlation	.494**	1
	Sig. (2 tailed)	.000	
	N	150	150

From the table above, research and job productivity tend to be related. The relationship is slightly high ($r= 0.4940$) in the positive direction and significant ($P=0.000 < 0.05$). Based on the above, the hypothesis is therefore rejected ($P < 0.05$). In spite of this, there is significant relationship between them.

Discussion of findings

Teaching, research and community development are the core areas of academic staff responsibilities in any higher institution. These areas must be attended to in order to earn promotion as and when due. The first hypothesis established that teaching and research contributed 24% jointly to academic staff productivity. This finding agreed with Mantikayan and Abdulgani (2018) findings that many factors outside the focus of the study could influence job productivity of academic staff. Likewise, this research also concurred with Moore and Forere (2016), Jameel and Ahmad (2020) that many indices such as collaboration, Information Communication Technology (ICT) and Funding could influence research activities to a very great extent. In the second hypothesis, research was observed to be a stronger indicator compared to teaching on the standardized co-efficient table (Beta). The findings above

corroborate the findings of Fox (1992), Fox (2012); Coldwell and Callaghan (2014) that research activities affect lecturers' productivity more than their teaching activities. The third hypothesis found a likelihood weak relationship between teaching and lecturers' job productivity. The findings of this study disagreed with fox (1992) and Fox (2012) that teaching is seen to have less influence on Lecturers' Job Productivity. Hypothesis four established significant relationship between teaching and lecturers' job productivity, The finding was in consonance with the finding of fox (2012), Coldwell and Callaghan (2014) that research activities contribute higher to lecturers' job productivity and that a positive relationship exist between the two.

Conclusion and Recommendations

Based on the research's findings, it was inferred that research and teaching activities enhance lecturers' job productivity but in varying intensity in Lagos State University of Education. Research activities was found to contribute more to lecturers' job productivity than teaching activities while it also revealed that a positive relationship exist between teaching, research and job productivity but the potency of relationship is stronger between research and teaching productivity. It is therefore recommended that university management ensures that teaching activities of lecturers is given adequate recognition in the criteria for promotion. The quality of research work should be improved upon through the provision of adequate funds, sponsorship of local and international conferences, seminars and workshops should be attended to. Staff development programs in form of ICT training and deployment in teaching should be intensified to improve lecturers' job productivity.

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