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**INSTITUTIONAL DEVELOPMENT PROGRAMMES AND ACADEMIC STAFF  
PRODUCTIVITY IN OGUN STATE'S PUBLIC TERTIARY INSTITUTIONS**

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**Abstract**

The effectiveness of academic staff in discharging their duties depends on the quality of skills, knowledge, and competencies they possess. Hence, this paper investigated institutional development programmes and academic staff productivity in Ogun State's public tertiary institutions. Three research questions and two research hypotheses were raised to guide the study. The study utilised a descriptive survey research design. Population of the study was 2,012 academic staff. Sample size was 334 respondents who were selected using simple randomly sampling technique in the two randomly selected tertiary institutions in the state. Questionnaire was used for data collection. Data collected were analysed using mean, standard deviation, and Pearson Product Moment Correlation at 0.05 level of significance. Findings showed among others, that institutional development programmes were significantly related to the capacity of academic staff for community engagement services in tertiary institutions; and a significant relationship existed between institutional development programmes and professional effectiveness of academic staff in public tertiary institutions. The study concluded that institutional development programmes related to academic staff's productivity in public tertiary institutions in Ogun State. This study recommended, among others, that school management and other stakeholders in the tertiary education sector should be committed to provision of varieties and quality institutional development programmes for academic staff regularly to enhance their job effectiveness.

**Keywords:** Academic Staff, Capacity Building, Productivity, Professional Development Programmes, Public Tertiary Institutions

## **Introduction**

Tertiary institutions play a crucial role in human capital development, innovation, and socio-economic advancement in a country. The quality and academic staff's productivity in tertiary institutions are essential to achieving these goals. Every educational system is made up of the staff who are regarded as one of the most vital components which contributes to societal and national development. Quality of educational institution is determined by the level of skills acquired by its staff. However, the significance and the value of the staff can only be noticed if they are productive and effective at work. This may be achieved through institutional development programmes.

Institutional development programmes are several opportunities which are provided by the employers for the purpose of increasing the skills, knowledge, attitudes, experience, and understanding of academic staff which will ultimately improve upon the efficiency of academic staff and contribute to the accomplishment of the organisational objectives (Abdulmumini, 2020). In relation to this view, Peretomode and Chukwuma (2018) reported that provision of development programmes for academic staff has tendency to enhance their job performance and productivity via acquisition of new skills and knowledge. In recent years, institutional development programmes, such as workshops, research grants, conferences, sabbatical opportunities, ICT enhancement, mentorship schemes, and leadership training, have emerged as indispensable tools for enhancing the academic staff performance and aligning educational outputs with global standards (Okonkwo & James, 2023). This is an indication that institutional development programmes should focus on professional growth of the academic staff and bring about change in their beliefs, knowledge, skills, attitudes, behaviour, and values. Thus, institutional development programmes have the tendency to boost productivity of the academic staff

in tertiary institutions; while the absence of these programmes may have negative consequence on academic staff productivity.

Productivity is usually measured using input and output ratio analysis. According to Uyeri (2016), productivity of lecturer or academic staff can be viewed in terms of research outcomes, published and or not published. Increase in productivity in the education sector may be considered to be better graduates and school leavers who are spiritually, mentally, physically, and morally suitable for labour market and society (Ozurumba & Amasuomo, 2015). Therefore, institutional development of academic staff must become a life-long process in public tertiary institutions, as effective delivery of instructions and performance of other duties assigned to the public tertiary institutions' academic staff depend largely on their knowledge, skills, and attitude.

Development of academic staff is an essential aspect of quality education, which relates to individual lecturers' needs with the challenges of their job. However, despite increasing attention to staff development, academic productivity in many Nigerian tertiary institutions continues to face challenges. Studies have reported persistent issues such as poor research output, low staff morale, weak engagement in international academic networks, and poor adoption of innovative teaching methods (Salami & Olugbenga, 2022). These shortcomings raise concerns about the adequacy, accessibility, and impact of institutional development programmes.

Ogun State, a key educational hub in Southwest Nigeria, hosts a significant number of public and private tertiary institutions. Yet, anecdotal and empirical evidence suggests that academic staff in these institutions experience varied levels of support and professional growth opportunities. Differences in institutional policies, management commitment, funding availability, and infrastructural provisions create disparities in academic productivity. For instance, while some

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institutions invest in continuous capacity-building and ICT infrastructure, others struggle to fund basic training and research activities (Ajayi & Oyenuga, 2023). Also, Ozurumba and Amasuomo (2015) reported that inadequate institutional development programmes are accountable for low productivity among lecturers in most of the state-owned universities. This is an indication that despite the importance of institutional development programmes, most academic staff in state-owned institutions seem not be provided with this opportunity for professional advancement. This may affect their productivity negatively. It is against this background that this paper investigated institutional development programmes and academic staff productivity in Ogun State's public tertiary institutions.

### **Statement of the Problem**

Low productivity seems to become a major issue to employers all over the world. This is linked to inadequate skills necessary for increasing productivity by the employees. In most of the state-owned tertiary institutions in Ogun State Nigeria, institutional development programmes seem to be hardly available for academic staff to enhance their productivity. Consequently, most academic staff are not effective in the discharge of their duties, especially, in teaching, evaluation of students' performances and carrying out research. This has become a great concern to tertiary institutions' stakeholders as it may bring about low productivity and low quality of outputs from such institutions. Hence, this paper investigated institutional development programmes and academic staff productivity in the state-owned tertiary institutions in Ogun State, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate institutional development programmes and academic staff productivity in Ogun State's public tertiary institutions. Specific objectives of this paper are to:

- i. ascertain the types of institutional development programmes available to academic staff at the tertiary education level in Ogun State Nigeria;

- ii. determine how institutional development programmes enhance the capacity of academic staff for community engagement service in tertiary institutions in Ogun State Nigeria; and
- iii. examine the extent to which institutional development programmes influence professional effectiveness of academic staff in Ogun State, Nigeria.

### **Research Questions**

These questions guided this paper:

1. What institutional development programmes are available to academic staff at the tertiary education level in Ogun State, Nigeria?
2. How do institutional development programmes enhance the capacity of academic staff for community engagement services in tertiary institutions in Ogun State, Nigeria?
3. To what extent do institutional development programmes influence professional effectiveness of academic staff in Ogun State, Nigeria?

### **Research Hypotheses**

These null hypotheses were tested in this study.

1. Institutional development programmes and the capacity of academic staff for community engagement services are not significantly related in public tertiary institutions in Ogun State, Nigeria.
2. Institutional development programmes have no significant influence on the professional effectiveness of academic staff in tertiary institutions in Ogun State, Nigeria.

### **Methodology**

This research was conducted in Ogun State. The state comprised of three public universities and one state-owned College of Education. The study utilised descriptive survey research design. The population of this study comprised 2,012 academic staff in two selected state-owned tertiary institutions in the state. Specifically, one state-owned university and a College of Education in Ogun

State were purposively and randomly selected for this study. This is because the number of academic staff in each of the state-owned tertiary institutions is considered enough for this study. These public tertiary institutions were Olabisi Onabanjo University (OOU), Ago-Iwoye, Ogun State and Tai Solarin College of Education (TASCE), Omu-Ijebu, Ogun State.

Taro Yamane sample size calculator was used for the determination of sample size in the study. Thus, the sample size was three hundred and thirty-four (334). Consequently, simple random sampling technique was utilised for selecting the academic staff sampled in the chosen public tertiary institutions. However, it was done using proportionate sampling technique with respect to each of the two tertiary institutions (i.e, based on number of academic staff in each of the sampled institutions).

Questionnaire was utilised for data collection from the academic staff. Cronbach's Alpha was utilised to determine the reliability of the questionnaire and coefficient values of 0.87 was obtained. The 0.87 Cronbach's Alpha is considered excellent for reliability. Copies of the questionnaire were administered by the researchers to the respondents. Data obtained were analysed using of average, standard deviation as well as Pearson Product Moment Correlation at 0.05 level of significance.

## **Results**

Out of the three hundred and thirty-four (334) copies of the questionnaire administered to the respondents, only three hundred and twelve (312) were completed and returned by the respondents. This represents 93.4% rate of return. Consequently, the figure (312) was used and analysed in this study.

**Research Question 1:** What institutional development programmes are available to academic staff at the tertiary education level in Ogun State, Nigeria?

**Table 1: Institutional Development Programmes Available for Academic Staff (N=312)**

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Training programmes on effective teaching and learning delivery are provided for academic staff	212 67.9%	100 32.1%	0 0.0%	0 0.0%	3.68	0.46	Strongly Agreed
2.	Research grant writing workshops are provided for academic staff in public tertiary institutions.	80 25.6%	167 53.5%	45 14.4%	20 6.4%	2.98	0.81	Agreed
3.	Conferences are organised by the institutions for academic staff career development.	138 44.2%	164 52.6%	10 3.2%	0 0.0%	3.41	0.55	Agreed
4.	Enlightenment programmes on community service delivery are organised for academic staff in the institutions.	47 15.1%	160 51.3%	60 19.2%	45 14.4%	2.67	0.90	Agreed
5.	Seminars and up-skilling training for professional effectiveness are organised for academic staff.	105 33.7%	167 53.5%	24 7.7%	16 5.1%	3.16	0.77	Agreed
<b>Grand Mean</b>						<b>3.18</b>	<b>0.70</b>	<b>Agreed</b>

**Source:** Field Study, 2024

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

Table 1 shows the institutional development programmes available to academic staff in higher educational institutions in Ogun State. The individual average of the five items showed that the respondents agreed that training programme on effective teaching and learning delivery are provided for academic staff; research grant writing workshops are provided for academic staff; conferences are organised by the institutions for academic staff career development; enlightenment programmes on community service delivery are organised for academic staff in the institutions; and seminars and up-skilling training for professional effectiveness are organised for academic staff. Based on these results, it can be inferred that the institutional development programmes available to academic staff at the tertiary education level in Ogun State Nigeria include training programmes, conferences, enlightenment programmes, seminars and up-skilling training.



**Research Question 2:** How do institutional development programmes enhance the capacity of academic staff for community engagement services in tertiary institutions in Ogun State?

**Table 2: Institutional Development Programmes and Capacity for Community Engagement Services (N= 312)**

S/N	Items	SA	A	D	SD	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.	167 53.5%	145 46.5%	0 0.0%	0 0.0%	3.54	0.50	Strongly Agreed
2.	Research grant writing workshops have enhanced the capacity of academic staff for building partnerships with the school communities.	104 33.3%	172 55.1%	16 5.1%	20 6.4%	3.19	0.76	Agreed
3.	Conferences organised in the institutions have enhanced the capacity of academic staff for enhancing community awareness and enlightenment.	122 39.1%	140 44.9%	35 11.2%	15 4.8%	3.18	0.82	Agreed
4.	Enlightenment programmes on community service delivery have enhanced the capacity of academic staff to develop scholarly skills in the digital era.	80 25.6%	157 50.3%	55 17.6%	20 6.4%	2.95	0.83	Agreed
5.	Seminars and up-skilling training for professional effectiveness have enhanced the capacity of academic staff for increasing quantity and quality service teaching courses.	95 30.4%	145 46.5%	60 19.2%	12 3.8%	3.03	0.81	Agreed
<b>Grand Mean</b>						<b>3.18</b>	<b>0.74</b>	<b>Agreed</b>

**Source:** Field Study, 2024

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

Table 2 shows how institutional development programmes enhance the capacity of academic staff for community engagement services in tertiary institutions. The individual mean of the five items and the grand average of 3.18 with a standard deviation of 0.74 showed that the respondents agreed 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 academic staff’s capacity to develop scholarly skills in 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. Hence, it can be inferred from these results that institutional development programmes enhance the capacity of academic staff for community engagement services.

**Research Question Three:** To what extent do institutional development programmes influence professional effectiveness of academic staff in Ogun State, Nigeria?

**Table 3: Institutional Development Programmes and Professional Effectiveness of Academic Staff (N = 312)**

S/N	Items	VHE	HE	ME	LE	Mean	S.D	Remarks
1.	Training programmes on teaching and learning delivery are important for academics in enhancing their job effectiveness.	138 44.2%	174 55.8%	0 0.0%	0 0.0%	3.44	0.50	High Extent
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%	164 52.6%	10 3.2%	5 1.6%	3.36	0.62	High Extent
3.	Conferences are important for academic staff to generate quality research output.	100 32.1%	212 67.9%	0 0.0%	0 0.0%	3.32	0.47	High Extent
4.	Enlightenment programmes are relevant for academics to enhance the quality of engagement in community service activities.	100 32.1%	180 57.7%	20 6.4%	12 3.8%	3.18	0.71	High Extent
5.	Seminars for up-skilling training are relevant for academic staff to increase their research publications.	53 17.0%	164 52.6%	60 19.2%	35 11.2%	2.75	0.87	High Extent
<b>Grand Mean</b>						<b>3.21</b>	<b>0.64</b>	<b>High Extent</b>

**Source:** Field Study, 2024

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

Table 3 reveals how institutional development programmes influence professional effectiveness of Ogun State’s academic staff. The individual mean of the five items and the grand average of 3.21 with a standard deviation of 0.64 showed that the respondents were of the opinion 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

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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 to a high extent. Hence, institutional development programmes influenced academic staff’s professional effectiveness in Ogun State, Nigeria to a high extent.

**Hypotheses Testing**

**H<sub>01</sub>:** Institutional development programmes and the capacity of academic staff for community engagement services are not significantly related in public tertiary institutions in Ogun State.

**Table 4: Institutional development programmes and capacity of academic staff for community engagement services in tertiary institutions**

		Institutional Development Programmes	Capacity of academic staff for community engagement services in tertiary institutions
Institutional Development Programmes	Pearson Correlation	1	.498**
	Sig. (2-tailed)		.001
	N	312	312
Capacity of academic staff for community engagement services in tertiary institutions	Pearson Correlation	.498*	1
	Sig. (2-tailed)	.001	
	N	312	312

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

Table 4 reveals the results of how institutional development programmes and capacity of academic staff for community engagement services are related in tertiary institutions in Ogun State, Nigeria. Results showed that institutional development programmes significantly relate to the capacity of academic staff for community engagement services in tertiary institutions in Ogun State, Nigeria (r = 0.498; p= 0.001<0.05). Thus, hypothesis which states that “Institutional development programmes do not significantly enhance the capacity of academic staff for community engagement services in tertiary institutions in Ogun State, Nigeria” was rejected. This indicates that institutional development

programmes significantly enhance the capacity of academic staff for community engagement services in tertiary institutions in Ogun State.

**H02:** Institutional development programmes have no significant influence on professional effectiveness of academic staff in tertiary institutions in Ogun State, Nigeria.

**Table 5: Significant influence of institutional development programmes on professional effectiveness of academic staff in public tertiary institutions**

		Institutional Development Programmes	Professional Effectiveness of Academic Staff
Institutional Development Programmes	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	312	312
Professional Effectiveness of Academic Staff	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	312	312

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

Table 5 reveals that “r” value of 0.659 is significant because the returned p-value of 0.000 is not greater than 0.05 which is the standard significance level. Thus, hypothesis which states that “There is no significant influence of institutional development programmes on professional effectiveness of academic staff in tertiary institutions in Ogun State, Nigeria.” was rejected. This means that institutional development programmes have significant influence on professional effectiveness of academic staff in tertiary institutions in Ogun State.

**Discussion of Findings**

This study revealed that the institutional development programmes available to academic staff at the tertiary education level in Ogun State Nigeria include training programmes, conferences, enlightenment programmes, seminars and up-skilling training. This finding about Ogun State is similar to what is obtainable in federal universities sampled in South-West, Nigeria by Olufemi and Ayooluwa (2021) who reported that staff development programmes include seminars, conferences, workshops, visiting appointments, articles writing, and orientation trainings for staff employed

newly. Also, Idakwoji, and Makolo (2022) in their study on academic staff in selected Colleges of Education in the North-Central part of Nigeria, identified seminars, mentoring, conferences, orientation programmes, workshops, in-service training, symposia and training on ICT as parts of the institutional development programmes available to academic staff in tertiary institutions.

This study found that institutional development programmes significantly enhance academic staff's capacity for community engagement services in tertiary institutions in Ogun State. This shows the significant role play by institutional development programmes among academic staff in Ogun State's public higher institutions, especially in enhancing their capacities to engage on effective community services. Supporting this finding, Idakwoji, and Makolo (2022) found that professional development enhances teaching and community service proficiency of academic staff significantly in North central, Nigeria. Similarly, Malami and Onen (2023) who sampled academic staff in Sokoto State University reported that continuous professional development, which is part of institutional development programmes is characterised by continuous learning and enhancement of skill, empowering academic staff to undertake their research, teaching, and community service roles adeptly. This is an indication that the provision of relevant and regular professional development programmes for academic staff will enhance their capacity to engage in community services.

This paper found that institutional development programmes significantly influenced academic staff's professional effectiveness in public higher institutions in Ogun State. The inference of this outcome about Ogun State's public higher institutions is that tertiary institutions' investment in human capital development has ripple effects that extend beyond the individual academic staff performance, as the development programmes have a tendency to influence quality of academic staff, institutional rankings, and quality of outputs from such institutions. Thus, institutional development programmes

play significant role in enhancing academic staff's productivity across research, teaching, as well as community engagement. This may be why Popoola, Opele and Adeoye (2021) reported that institutional development activities are designed to enhance the value of services delivery and assist academic staff to develop professionally. Supporting the finding of this study, Idakwoji and Makolo (2022) found that staff development (institutional development programme) enhances teachers' capacity for effective achievement the school's predetermined aims. Similarly, Malami and Onen (2023) reported that professional development programmes enhance the academic staff's job performance. Hence, the finding about Ogun State's public tertiary institutions on influence of institutional development programmes on professional effectiveness of academic staff is similarly to what is obtainable in some Nigeria's public tertiary institutions.

### **Conclusion**

This research reveals a significant influence of institutional development programmes on productivity of academic staff, underscoring the crucial role that structured support systems, capacity-building initiatives, and professional development opportunities play in improving the academic staff's performance. The evidence from the study also suggests that academic staff productivity is not just a function of individual staff capability, but also of institutional commitment to provision of continuous development programmes. These have profound implications for higher education policy which include shifting from ad-hoc training to more strategic, sustained, and well-funded development programmes for academic staff. In addition, management of tertiary institutions should mandate minimum annual training hours for academic staff and embed staff development into their long-term institutional planning, ensuring that every investment in staff training translates into measurable and quality academic outputs.

### **Recommendations**

In light of the study's findings, the following suggestions are put forward:

1. The school management and other stakeholders in the tertiary education sector should be committed to the provision of varieties and quality institutional development programmes for academic staff regularly.
2. The school management should provide regular enlightenment programmes and training for academic staff on effective ways of participating in community services. This will enhance the capacity of academic staff for community engagement services in tertiary institutions.
3. The school management should provide regular training for academic staff on the adoption of innovative practices for the enhancement of their job effectiveness.

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