

Strategic Planning and Academic Staff Productivity in the University of Ibadan, Oyo State, Nigeria

¹Kayode Musibau OJOOGUN

kayodejoogun@yahoo.com

+234 803 504 6020

&

²Senimetu ILEUMA

ileumaesther@gmail.com

+234 803 804 7958

¹National Lottery Regulatory Commission, Abuja

²Department of Arts & Social Science Education

Lead City University, Ibadan. Nigeria

Abstract

It has been observed that the productivity of many academic staff of the University of Ibadan in terms of teaching and research is low. This research was therefore carried out to investigate strategic planning and academic staff productivity in the University of Ibadan, Oyo State. A descriptive survey research design was employed for the study. Total enumeration sampling technique was used to select all the population of lecturers (18) and 300 level undergraduates (65) in the Educational Management as sample size for the study. Data was collected using two self-designed questionnaires titled – “Strategic Planning Questionnaire ($r=.898$)” and “Academic Staff Productivity Questionnaire ($r=.781$). Two research questions were answered. Descriptive statistical method was used to analyse the data collected. The findings revealed a high level of strategic planning ($\bar{x}=2.578$) and high level of academic staff productivity, teaching productivity ($\bar{x}=2.510$) and research productivity ($\bar{x}=2.578$). It was concluded that the high level of strategic planning could be responsible for the high productivity of academic staff. On the basis of the results, it was therefore recommended amongst others that strategic planning though high should be sustained so as to keep improving the productivity of the academic staff.

Keywords: Strategic Planning, Academic Staff, Productivity, University of Ibadan, Oyo State.

Word Count: 196

Introduction

The effectiveness of academic staff members' output in terms of teaching and study is gauged by their productivity. The efficiency of teaching is measured by how well academic staff prepare and deliver lectures to students on time, evaluate students by giving and marking coursework, set tests and examinations, invigilate and mark them, submit their results/marks for final assessment, grade and accredit students' scores (Igbojekwe, Ugo-Okoro & Agbonye, 2015). Research output measures how effectively academic staff conduct investigations into identified issues, present their findings in forums such as conferences and seminars, disseminate their findings in journals and/or textbooks, and oversee student projects (Agbionu, Anyalor & Nwali, 2018). All lecturers at various academic levels, including chief lecturers, principal lecturers, senior lecturers, lecturers I, lecturers II, lecturers III and Graduate assistant lecturers are considered to be members of the academic staff at any institution (Wilson, 2019). Productivity in their teaching and research responsibilities is crucial to achieving the objectives of the institution to which they belong.

However, despite the crucial role of academic staff productivity, the researcher has observed low productivity amongst academic staff in areas of teaching and research in University of Ibadan, Oyo state. Some of the lecturers appear to have a carefree and uninterested attitude toward teaching and study endeavors. If this is permitted to continue, the university may not be able to fulfill its mission of developing graduates with high employability traits and competencies to aid in elevating the country to a position of honor in all human endeavors. This researcher has been considering what might be the contributing factors to the decline in work productivity because it appears to be getting worse. Numerous factors that may affect employee performance were identified by Pfeffer J, Veiga JF. 1999, Rynes SL, Gerhart B, and Minette KA, 2004. These factors include low incentives, over workload, unconducive class environment, lack of library facility, lack of modern technological aspects, socio economic status, respect in society, professional attitude, mental health, moral standards, responsibilities at home, distance of residing area, examination stress, political interference, student power, discriminatory practices, lack of co-operation, and working relations with colleagues and heads, employment security, recruit the right people, effectiveness of teams, compensation on organizational performance, training, commitment,

and sharing of information. Bandele (2003) also noted that the relevant of physical facilities cannot be neglected. However, strategic planning is an important predictor that is under-represented in research.

It was stated that strategic planning is the process of analyzing the university's external and internal environment, developing a mission and vision, formulating overall goals, identifying general strategies to be pursued and allocating resources to achieve the university's goals (Danjuma & Emeka, 2014). Several studies have shown a possible link between strategic planning and academic staff productivity. Adnan, Abdelkhalik and Omar (2020) revealed a positive, strong and interdependent relationship between strategic planning and the performance of employees in Jordanian universities. Ubi, Okongo and Arikpo (2019) reported that strategic planning predicts job effectiveness of academic heads of tertiary institutions in North Central, Nigeria. Efi, Udofia and Imagha (2018) revealed that strategic planning has a significant influence on organizational performance of University of Uyo. Owolabi and Makinde (2012) noted a significant positive correlation between strategic planning and corporate performance at Babcock University, Ogun state.

Since academic staff performance is a crucial component of education, it is crucial that the concerned personnel are aware of the variables that influence academic staff performance. It will assist in developing policies that will maximize the contributions of the academic staff. In turn, this would enhance the standard of instruction that students receive, increase student satisfaction, and support the development of a positive work environment for the academic staff. (Naseer, 2010) Despite the above related studies, there seems to be scarcity of scholarly works on the influence of strategic planning on academic staff productivity. This clearly identifies a gap that needs to be addressed.

Judging from the above background, strategic planning could therefore play a major role in the productivity of academic staff. However, there are paucity of scholarly works on the influence of strategic planning on academic staff productivity. This therefore created a gap in literature that needed to be addressed and thus provided a rationale for the study.

Theoretical Framework

This study is supported by "Campbell's Theory of Performance" According to Campbell (1990) Performance is defined as behaviors or

actions that are pertinent to the organization's goals and that can be evaluated based on their level of contribution. It is possible to distinguish between these behaviors and effectiveness, which is the influence that behaviors have on results. He also views technical skill performance as the foundation of a person's job-specific task proficiency. Another author agreed with the aforementioned author that performance is a behavioral construct. The authors make a distinction between performance and performance results. While the second refers to states that are altered by individual behavior, the first refers to a set of behaviors that can have either a positive or negative impact on organizational effectiveness. Performance outcomes are impacted by variables outside of an individual's control. (Motowidlo, Borman, & Schmit, 1997)

Statement of the Problem

Despite the crucial role of academic staff productivity in the attainment of university goals, it was observed that for some staff, productivity in terms of teaching and research in University of Ibadan, Oyo state is low. There seems to be lack of dedication to duty and lethargy on the part of some academic staff of the University of Ibadan. The implication of low academic staff productivity is seen in the poor quality of graduates released into the society. If this is not checked it would lead to increase in half-baked graduates in the economic and industrial sectors of the nation. Perhaps, the university's strategic planning might be responsible. The availability and level of strategic planning in the university may not be good enough to support the productivity of staff. There is therefore the need to investigate the extent to which strategic planning influence academic staff productivity in the university. Moreover, a thorough search of literatures show paucity of studies on the influence of strategic planning on academic staff productivity. This identified a gap in literature that needed to be addressed.

Aim and Objectives of the Study

The aim of this study was to investigate strategic planning and academic staff productivity in University of Ibadan, Oyo State. The specific objectives included to:

1. examine the level of academic staff productivity in terms of teaching and research in University of Ibadan, Oyo State;
2. determine the level of strategic planning in University of Ibadan, Oyo State; and

Research Questions

These research questions guided the study:

1. What is the level of academic staff productivity in terms of teaching and research in the University of Ibadan, Oyo State?
2. What is the level of strategic planning in the University of Ibadan, Oyo State?

Methodology

A "descriptive survey research design" was employed to carry out the study. This design focuses on describing the characteristics of the population without manipulating the variables of interest. The population of the study comprised of all the lecturers (18) and 300L undergraduates (65) in the department of Educational management in the University of Ibadan, Oyo State. Total enumeration sampling technique was used to select all the population of lecturers and three hundred undergraduates as sample for the study since the population size is small. Two self-designed questionnaires titled - "Strategic Planning Questionnaire (SPQ)" and "Academic Staff Productivity Questionnaire (ASPQ)" were used to gather data. Content and face validity evidence was used to validate the questionnaires. Cronbach's alpha reliability procedure was used to determine the reliability (that is, the internal consistency) of the instruments which gave a reliability values of .898 and .789 respectively for both questionnaires. These values meant that the questionnaires were reliable and suitable for the study. Descriptive statistics such as frequency, percentages, mean and standard deviation was used for demographic data and research questions.

Results

Frequency Distribution of the Demographic Data of Respondents

Table 1: Lecturers' Demography (n = 18)

Demographic Variables	Frequency (F)	Percentage (%)
Age (years)		
31-40	2	11.1
41-50	4	22.2
50 and above	12	66.7
Total	18	100.0
Gender		
Male	15	83.3
Female	3	16.7
Total	18	100.0
Years of Educational Experience		
1-10	1	5.6
11-20	2	11.1
21-30	7	38.9
31 and above	8	44.4
Total	18	100.0
Current Educational Qualification		
Master's degree	3	16.7
MPhil/Doctorate degree	15	83.3
Total	18	100.0

Source: Fieldwork, 2022

Table 1 shows that 2(11.1%) of the Educational management lecturers are within 31-40 years of age, 4(22.2%) are within 41-50 years of age while 12(66.7%) are 50 years and above. This result implies that most of the lecturers are little above mid-age and therefore are still strong enough to lecture appropriately. Furthermore, 15(83.3%) are males while 3(16.7%) are females. This shows more male to female lecturers in the lecturing profession in the institution. It is also revealed that 1(5.6%) have within 1-10 years of educational experience, 2 (11.1%) have 11-20 years, 7(38.9%) have within 21-30 years while the remaining 8(44.4%) have 31 years and above educational experience. This results implies that most of the lecturers are well experienced in the educational sector. Lastly, 3(16.7%) of the lecturers currently have master's degree while the 15(83.3%) currently have MPhil/Doctorate degree. This implies that many of the lecturers in the institution are well educated even to the post graduate level.

Table 2: Students' Demography (n = 65)

Demographic Variables	Frequency (F)	Percentage (%)
Gender		
Male	30	46.2
Female	35	53.8
Total	65	100.0
Age (years)		
Below 20	50	76.9
21-25	11	16.9
Above 26	4	6.2
Total	65	100.0

Source: Field work (2022)

Table 2 shows that 30(46.2%) are male Educational management students while 35(53.8%) are females. Furthermore, 50(76.9%) are below 20 years of age, 11(16.9%) are within 21-25 years of age while the remaining 4(6.2%) are above 26 years of age. This result implies that most of the students are young.

Research Questions

Research Question I: What is the level of academic staff productivity in terms of teaching and research in the University of Ibadan, Oyo State?

Table 3: Level of Teaching Productivity of Academic Staff

S / N	Items (My lecturers)	N	VHL	HL	LL	VLL	Mean (\bar{x})	Std. Dev	Rem
1	attend lessons according to the time-table	65	1 (1.5%)	18 (27.7%)	39 (60%)	7 (10.8%)	2.479	0.55	Low level
2	attend their lessons regularly	65	8 (12.3%)	35 (53.9%)	19 (29.2%)	3 (4.6%)	2.512	0.67	High level
3	enter the class at the right time (i.e. not late)	65	5 (7.7%)	10 (15.4%)	42 (64.6%)	8 (12.3%)	2.446	0.53	Low Level
4	end class at the right time (not earlier than supposed)	65	6 (9.2%)	12 (18.5%)	40 (61.5%)	7 (10.8%)	2.499	0.61	Low Level
5	mark all assignments given to students	65	10 (15.3%)	38 (58.5%)	15 (23.1%)	2 (3.1%)	2.513	0.60	High Level
6	return all continuous assessment (CA) marked scripts to students	65	13 (20.0%)	39 (60%)	12 (18.5%)	1 (1.5%)	2.526	0.69	High Level
7	release the continuous assessment (CA) scores to students before examination commences	65	2 (3.1%)	7 (10.8%)	44 (67.6%)	12 (18.5%)	2.387	0.51	Low Level
8	have a good mastery of what they teach	65	9 (13.8%)	43 (66.2%)	11 (16.9%)	2 (3.1%)	2.675	0.72	High Level
9	take the pain to explain and re-explain what they teach so that students can comprehend	65	5 (7.7%)	40 (61.5%)	17 (26.2%)	3 (4.6%)	2.551	0.65	High Level
Weighted \bar{x} (SD) = 2.510 (0.61)							Decision = High Level		

Source: Field Work, 2022

Key: N = Number, VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1)

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Table 3 presents the answer to the first measure of academic staff productivity which is 'teaching productivity' as perceived by their students. The rating scale of 'very low level (1)' to 'very high level (4)' was used. Nine items were used to measure the level of teaching productivity of the academic staff. Among the items, four (4) are remarked "low level" while five (5) are remarked "High level". The items remarked 'Low Level' imply that most of the students perceive that their lecturers attend lessons based on the time-table, enter and end the class at the right time and release the continuous assessment (CA) scores to students at a low level. The items remarked 'High Level' indicate that most of the students perceive that their lecturers attend their lessons regularly, mark and return all assignments and continuous assessment (CA) to students, have a good mastery of what they teach at a high level. The table however, generally reveals that the academic staff productivity in terms of teaching is at a high level ($\bar{x}=2.510$, $SD = 0.61$).

Table 4: Level of Research Productivity of Academic Staff

S / N	Items	N	VHL	HL	LL	VLL	Mean (\bar{x})	Std. Dev	Rem
1	I supervise research students allocated to me as scheduled	18	4 (22.2%)	7 (38.9%)	4 (22.2%)	3 (16.7%)	2.511	0.63	High Level
2	I attend at least one national conference per annum	18	4 (22.2%)	9 (50.0%)	3 (16.7%)	2 (11.1%)	2.891	0.78	High Level
3	I attend at least one international conference in every three (3) years	18	6 (33.3%)	6 (33.3%)	3 (16.7%)	3 (16.7%)	2.551	0.66	High Level
4	I have presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years	18	3 (16.7%)	9 (50.0%)	4 (22.2%)	2 (11.1%)	2.765	0.72	High Level
5	I publish my research articles in university, polytechnic or college of education affiliated journals.	18	4 (22.2%)	7 (38.9%)	5 (27.8%)	2 (11.1%)	2.509	0.59	High Level
6	At least 1-3 of my research articles have been published in foreign journals in the past 3 years	18	3 (16.7%)	8 (44.4%)	4 (22.2%)	3 (16.7%)	2.667	0.65	High Level

7	I have authored and co-authored book(s)	18	5 (27.8%)	6 (33.3%)	3 (16.7%)	4 (22.2%)	2.501	0.56	High Level
8	I have contributed chapters in Book of Readings	18	4 (22.2%)	4 (22.2%)	7 (38.9%)	3 (16.7%)	2.413	0.51	Low Level
9	My research articles have been published in a newspaper/magazine	18	3 (16.7%)	4 (22.2%)	8 (44.4%)	3 (16.7%)	2.398	0.50	Low Level
Weighted \bar{x} (SD) = 2.578 (0.62)							Decision = High Level		

Source: Field Work, 2022

Key: N = Number, VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Table 4 presents the answer to the second measure of academic staff productivity which is 'research productivity' as perceived by the lecturers. The rating scale of 'very low level (1)' to 'very high level (4)' was also used. Nine items were used to measure the level of research productivity of the academic staff. Among the items, two (2) are remarked "low level" while seven (7) are remarked "High level". The items remarked 'Low Level' imply that most of the lecturers have contributed chapters in Book of Readings and have their research articles published in a newspaper/magazine at a low level. The items remarked 'High Level' indicate that most of the lecturers supervise research students allocated to me as scheduled, attend at least one national/international conference per annum, presented 1-3 Conference/Workshop papers published in conference/workshop proceedings in the past 3 years, publish my research articles in university, polytechnic or college of education affiliated/foreign journals, authored and co-authored book(s) at a high level. The table however, generally reveals that the academic staff productivity in terms of research is at a high level ($\bar{x}=2.578$, $SD = 0.62$). In answer to research question one, the productivity of academic staff at the Ibadan in areas of teaching and research is generally at a high level.

Research Question 2: What is the level of strategic planning in University of Ibadan, Oyo State?

Table 5: Level of Strategic Planning

S / N	Items	N	VHL	HL	LL	VLL	Mean (\bar{x})	Std. Dev	Rem
1	My institution has a strategic plan that guide its activities.	18	5 (27.8%)	6 (33.3%)	4 (22.2%)	3 (16.7%)	2.543	0.63	High Level
2	Strategic plan in my institution gives priorities to post-secondary education needs	18	4 (22.2%)	6 (33.3%)	4 (22.2%)	4 (22.2%)	2.511	0.59	High Level
3	Priority is given to research, knowledge transfer and international outlooks.	18	5 (27.8%)	6 (33.3%)	5 (27.8%)	2 (11.1%)	2.523	0.61	High Level
4	Strategic plan in my institution gives priorities to manpower need of the society	18	5 (27.8%)	7 (38.9%)	3 (16.7%)	3 (16.7%)	2.561	0.65	High Level
5	One of the goals of my institution's strategic plan is enrolling many international students to enhance globalization	18	3 (16.7%)	4 (22.2%)	7 (38.9%)	4 (22.2%)	2.413	0.55	Low Level
6	Strategic plan of my institution gives priorities to vocational and entrepreneurial skill acquisition of the students	18	4 (22.2%)	8 (44.4%)	4 (22.2%)	2 (11.1%)	2.671	0.68	High Level
7	Strategic planning of my institution emphasizes on modalities for financial management and accountability	18	4 (22.2%)	7 (38.9%)	4 (22.2%)	3 (16.7%)	2.527	0.62	High Level
			Weighted \bar{x} (SD) = 2.536 (0.62)			Decision = High Level			

Source: Field Work, 2022

Key: N = Number, VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level.

Table 5 presents the level of strategic planning in University of Ibadan. The rating scale of 'very low level (1)' to 'very high level (4)' was also used. Seven items were used to measure the level of strategic planning in the study area. Among the items, only one (1) is remarked

"low level" while six (6) are remarked "High level". The item remarked 'Low Level' implies that strategic plan of the university does not give priority to enrolling many international students to enhance globalization. The items remarked 'High Level' indicate that strategic plan of the institution gives priorities to post-secondary education needs, research, knowledge transfer and international outlooks, man-power need of the society, vocational and entrepreneurial skill acquisition of the students, financial management and accountability at a high level. The table however, generally reveals that the strategic planning in the institution is at a high level ($\bar{x}=2.578$, $SD = 0.62$). In answer to research question two, it can be stated that the level of strategic planning at University of Ibadan is at a high level. This could therefore make the academic staff to be more productive at their job.

Discussion of Findings

This study focused on the role of strategic planning on academic staff productivity in the University of Ibadan, Oyo State. The demographic details of lecturers showed that 2(11.1%) of the Educational management lecturers in the study within 31-40 years of age, 4(22.2%) are within 41-50 years of age while the remaining 12 (66.7%) are 50 years and above. This result implies that most of the lecturers are little above mid-age and therefore still strong enough to lecture appropriately. The table also shows that 15(83.3%) of the lecturers are males while 3(16.7%) are females. This shows more male to female lecturers in the lecturing profession in the institution. Furthermore, it is revealed from the table that 1(5.6%) of the lecturers have within 1-10 years of educational experience, 2 (11.1%) of the lecturers have 11-20 years of teaching experience, 7(38.9%) of the lecturers have 21-30 years of educational experience while the remaining 8(44.4%) have 31 years and above educational experience. This results implies that most of the lecturers are well experienced in the educational sector. Lastly, 3(16.7%) of the lecturers have master's degree as their current level of educational qualifications while the 15(83.3%) have MPhil/Doctorate degree as their current level of educational qualifications. This implies that many of the lecturers in the institution are well educated even to the post graduate level. This result corroborates the work of Adesanya and Oluwafemi (2020) on "Multimedia Technologies Utilisation as Correlate of Lecturers' Teaching Effectiveness in Colleges of Education in South West, Nigeria. This finding is also supported by the work of

Eiriemiokhale (2019) who on the “Influence of Demographic Variables on the Utilization of Electronic Databases by University Lecturers in South-West, Nigeria” reported that most lecturers in southwest Nigeria universities are males, within the ages of 41-60 years with over 11 years of teaching experience and have Post graduate degrees. These results are similar to the result of this study probably because they were both carried out in Southwest region of Nigeria.

The demographic details of students show that 30 respondents in the study representing 46.2% are male Educational management students while 35 respondents representing 53.8% are female Educational management students. This results shows that there are more females to male students in the department. It was also revealed from the table that 50 (76.9%) of the students are below 20 years of age, 11 (16.9%) are within 21-25 years of age while the remaining 4 (6.2%) are above 26 years of age. This result implies that most of the students are young. This finding agrees with the work of Ebijuwa and Mabawonku (2019) on “Demographic Variables and Academic Discipline as Determinants of Undergraduates’ Use of Electronic Library Resources in Federal universities in South-west, Nigeria” who noted that most undergraduates are males and less than 25 years of age.

Research question one reveals that the productivity of academic staff at University of Ibadan in areas of teaching and research is generally at a high level. This finding contradicts the result of Basiru (2018) who reported low level of teaching and research productivity in private universities in Southwest, Nigeria. This finding is somewhat different from that of this study because the former was carried out in selected private universities whereas this study was done in a particular private university. This result also disagrees with the report of Adeleye (2021) who in his work revealed low academic productivity of lecturers in Adekunle Ajasin University, Akungba-Akoko, Southwest, Nigeria.

Research question two reveals that strategic planning at University of Ibadan is at a high level. This could therefore make the academic staff to be more productive at their job. This result is supported by Bambi (2020) who revealed an excellent level of strategic planning at the University of Ibadan. Owolabi and Makinde (2012) also noted that Strategic Planning in Babcock University, Southwest, Nigeria is at a high level. These results may be similar to this result because the studies were all carried out in Southwest, Nigeria universities.

Conclusion

The results of this study have shown that strategic planning at University of Ibadan is high. It is also revealed that the level of productivity of the staff is also high. Finally, the results showed that strategic planning significantly influence academic staff productivity at the study area. It can therefore be concluded that the high level of strategic planning could be responsible for the high level of academic staff productivity at the University.

Recommendations

Based on the results of the study, the following recommendations are made:

1. Strategic planning though at a high level should be sustained so as to ensure that the productivity of academic staff remains high; and
2. All hands must be on deck to ensure that academic staff remain productive against all odds.

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