PERSONNEL MANAGEMENT PRACTICES AND ACADEMIC STAFF JOB PRODUCTIVITY IN PUBLIC COLLEGES OF EDUCATION IN OGUN STATE, NIGERIA

By

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Abstract

The study examined the relationship between personnel management practices and academic staff productivity in public colleges of education in Ogun State. The study adopted survey research design and the population of the study consisted 479 academic staff in the two public colleges of education in Ogun State. The sample of the study consisted 240 academics and the proportionate stratified sampling technique was used to select 50% of the academics across the two public colleges of education in Ogun State. Two research instruments tagged: Personnel Management Practices Questionnaire (PMPQ) and Academic Staff Job Productivity Questionnaire (ASJPQ) were used to collect relevant data for the study. The reliability co-efficient were 0.77 and 0.74 for (PMPQ) and (ASJPQ) respectively. The data collected for the study were analysed using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there was a significant relationship between training and development and academic staff job productivity ($r = .708$, $n = 240$, $p = .005$); there was a significant relationship between workload management and academic staff job productivity ($r = .548$, $n = 240$, $p = .005$); there was a significant relationship between performance appraisal and academic staff job productivity ($r = .617$, $n = 240$, $p = .005$) and there was a significant relationship between staff welfare and academic staff job productivity ($r = .823$, $n = 240$, $p = .005$). The study therefore concluded that personnel management practices (training and development, workload management, performance appraisal, and staff welfare) all have significant relationships with academic staff productivity in public colleges of education in Ogun State. It was recommended that public colleges of education should institutionalize continuous professional development through regular workshops, conferences, ICT training, and mentoring programmes to improve academic staff competence and productivity.

Keywords: Academics, job productivity, personnel management, Ogun State Colleges

Introduction

Academic staff job productivity has become a central focus due to its direct influence on institutional effectiveness, student learning outcomes, and the overall quality of knowledge production. It includes the extent to which academic staff successfully perform core responsibilities such as teaching, research, academic advising, curriculum development, and community engagement. Productivity is seen as a multidimensional construct shaped by both individual competencies and institutional conditions, rather than a single measurable output. Productivity is commonly understood as the relationship between input and output, though discussions in the public sector often extend to issues such as effort, working hours, and returns on investment in human and material resources (Philips & Okoronmah, 2020). Victor and Babatunde (2014) described academic staff job productivity as the degree to which lecturers complete their teaching responsibilities, which include lecture planning, research, and community service. Furthermore, academic staff productivity includes delivering lectures to students as scheduled by the timetable, and evaluating the students by setting tests and examination questions, invigilating and marking them; submitting their result/marks for final assessment as well as grading and accrediting (Igbojekwe et al., 2019).

Academic staff job productivity is reflected in effective instructional delivery, quality research supervision, and meaningful community engagement. However, evidence shows that teaching practices in many institutions fall short of expectations. Adunola (2011) described teaching as an interactive process, yet some academic staff have been criticized for poor instructional practices, such as teaching outside their areas of expertise, ineffective communication, or relying on irrelevant stories instead of delivering meaningful content. Observations further reveal cases of lateness to classes, providing examination focus areas without proper teaching, and using overly complex notes that hinder student understanding. Such practices align with Odunlami's (2019) assertion that some academic staff are not fulfilling their teaching responsibilities. Ineffective teaching methods whether due to anxiety over large classes, lack of pedagogical skills, or limited mastery of course content compound these issues.

Beyond teaching, research supervision and community service also significantly shape academic staff job productivity. Ogunkoya et al. (2020) found that poor supervision of students' research projects is a major concern, as some academic staff fail to provide adequate guidance due to low competence or insufficient commitment. Effective supervision requires mentoring students to develop practical expertise, yet many supervisors do not meet this expectation, thereby undermining institutional goals. Similarly, community service although recognized as an important component of academic staff responsibilities remains underperformed and undervalued in many colleges of education. As Odunlami (2019) noted that meaningful involvement in community service, alongside quality teaching and research, can substantially improve lecturers' overall productivity, yet this aspect of academic work continues to receive minimal attention.

Academic staff productivity is closely intertwined with the quality of personnel management practices within colleges of education. The extent to which academic staff perform effectively in teaching, research, supervision, and community engagement depends largely on how well institutional policies support, guide, and motivate them. When personnel management practices such as recruitment, training, deployment, supervision, motivation, and performance evaluation are well-structured and consistently implemented, they create a work environment that enables academic staff to excel. For example, clear job descriptions and fair workload

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distribution help academic staff understand their responsibilities, while adequate training and professional development programmes enhance their capacity to deliver high-quality instruction and conduct meaningful research.

Personnel management practices play a vital role in organisational success by influencing employee behaviour, motivation, and overall performance (Armstrong & Taylor, 2023). Effective personal management practices contribute to employee retention, job satisfaction, and productivity, making them essential for both private and public institutions (Brewster et al., 2022). Personnel management practices refer to strategic approaches that organisations adopt to effectively manage their workforce and enhance employee performance. These practices are designed to align human capital with organizational goals, foster a productive work environment, and improve job satisfaction. Personnel management practices are fundamental to the effective functioning of organisations.

Personnel management practices also constitute the foundation upon which organisations manage, develop, and support their workforce to achieve institutional objectives. Personnel management practices are especially important because academic staff serve as the engine that drives teaching, research, innovation, and community engagement. Personnel management goes beyond routine administrative tasks; it constitutes strategic activities such as recruitment and selection, staff deployment, performance appraisal, motivation and reward systems, professional development, conflict management, and the provision of supportive working conditions (Oyetunde & Babarinde, 2024). Personnel management practices in this study are investigated in terms of training and development, workload management, performance appraisal and staff welfare.

Training and development refer to organized efforts by institutions to enhance the knowledge, skills, and competencies of their workforce, ensuring that employees are well-equipped to meet current and future job demands. Training and development include workshops, seminars, conferences, mentoring programmes, research methodology training, and continuous professional development initiatives. These programmes are designed not only to update lecturers on contemporary pedagogical methods but also to improve their research capabilities and professional effectiveness (Ogunleye & Adepoju, 2024; Musa & Chukwu, 2025). The link between training and development and academic staff productivity is particularly strong. Training equips lecturers with advanced teaching strategies, improved communication skills, and deeper subject knowledge, enabling them to deliver lessons more effectively and engage students meaningfully. Furthermore, capacity-building initiatives enhance lecturers' abilities to supervise research projects, publish in reputable journals, and contribute to knowledge creation within their fields (Akinwumi & Daniel, 2023).

Workload management refers to the deliberate organisation, allocation, and balancing of academic responsibilities among lecturers to ensure that teaching, research, supervision, administrative duties, and community service can be effectively performed. It goes beyond simply counting lecture hours, encompassing the entire spectrum of duties expected of academic staff, including preparation of lessons, grading, mentoring students, supervising research projects, participating in committees, and engaging in institutional or community development initiatives. Proper workload management ensures that lecturers have sufficient time and focus to perform each of their roles effectively, which is critical for maintaining high standards of teaching, research, and service within higher institutions of learning (Eze & Okafor, 2024).

Performance appraisal is the systematic process through which an institution evaluates the work performance of its employees against predetermined standards and expectations. Performance appraisal is designed to provide constructive feedback, recognize achievements, identify areas for improvement, and guide decisions regarding promotions, rewards, or professional development. Adeyemi and Bello (2024) noted that structured and transparent appraisal systems are strongly linked to improved teaching quality, research output, and timely supervision of students, underscoring the importance of appraisals in driving overall academic performance. The relationship between performance appraisal and academic staff productivity is primarily based on accountability and motivation. When lecturers are aware that their performance will be systematically reviewed and evaluated, they tend to engage more conscientiously with their responsibilities. Regular feedback, goal-setting, and recognition of accomplishments encourage lecturers to improve lesson delivery, conduct meaningful research, and actively supervise student projects.

Staff welfare refers to the comprehensive range of policies, programmes, and practices designed to ensure the wellbeing and satisfaction of employees within an organization. Staff welfare encompasses not only fair and timely remuneration but also the provision of adequate work facilities, a safe and conducive work environment, reasonable workloads, access to professional support, and attention to psychological and social wellbeing (Olaleye & Adebayo, 2024). Lecturers who enjoy adequate welfare provisions are more likely to demonstrate high levels of commitment, focus, and efficiency in performing their duties. Beyond individual performance, staff welfare also influences institutional effectiveness. A supportive work environment fosters motivation, reduces stress and burnout, and encourages lecturers to engage more fully in all aspects of their roles.

Statement of the Problem

Colleges of Education play a central role in training teachers for the nation's educational system, making the productivity of their academic staff vital for achieving national educational goals. However, observations have revealed that lecturers are increasingly reported to exhibit low teaching effectiveness, limited qualitative research output, inadequate supervision of student projects, and minimal participation in community development activities. Such trends raise concerns about the ability of public colleges of education to fulfill their mandate of producing competent and well-prepared teachers for Nigeria's educational system. One major factor that may contribute to this challenge is the nature and implementation of personnel management practices within these institutions. Personnel management practices, including training and development, workload management, performance appraisal, and staff welfare, are designed to optimize staff effectiveness and productivity. Yet, many lecturers face excessive workloads, lack access to professional development opportunities, receive inadequate feedback on performance, or experience substandard welfare conditions. Such deficiencies can result in decreased motivation, low job satisfaction, and ultimately reduced productivity. This study therefore examined the relationship between personnel management practices and academic staff job productivity in Colleges of Education in Ogun State.

Objectives of the Study

The major objective of the study was to investigate the relationship between personnel management practices and academic staff job productivity in Colleges of Education in Ogun State. Specifically, the study sought to:

1. examine the relationship between training and development and academic staff job productivity in public colleges of education in Ogun State
2. determine the relationship between workload management and academic staff job productivity in public colleges of education in Ogun State
3. investigate the relationship between performance appraisal and academic staff job productivity in public colleges of education in Ogun State
4. establish the relationship between staff welfare and academic staff job productivity in public colleges of education in Ogun State

Hypotheses

The following hypotheses were tested in the study

Ho₁: There is no significant relationship between training and development and academic staff productivity in public colleges of education in Ogun State

Ho₂: There is no significant relationship between workload management and academic staff productivity in public colleges of education in Ogun State

Ho₃: There is no significant relationship between performance appraisal and academic staff productivity in public colleges of education in Ogun State

Ho₄: There is no significant relationship between staff welfare and academic staff productivity in public colleges of education in Ogun State

Methodology

The study adopted survey research design and the population of the study consisted 479 academic staff in the two public colleges of education in Ogun State. Federal College of Education Osiele is made up of 282 academic staff while Sikiru Adetona College of Education Science and Technology, Omu- Ajose consisted 197 academic staff. The sample of the study consisted 240 academic staff and the proportionate stratified sampling technique was used to select 50% of academic staff across the two public colleges of education in Ogun State. Two research instruments tagged: Personnel Management Practices Questionnaire (PMPQ) and Academic Staff Job Productivity Questionnaire (ASJPQ) were used to collect relevant data for the study. The reliability co-efficient were 0.77 and 0.74 for (PMPQ) and (ASJPQ) respectively. The data collected for the study were analysed using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested at 0.05 level of significance

Results

Ho₁: There is no significant relationship between training and development and academic staff job productivity in public colleges of education in Ogun State

Table 1

Pearson Correlation on the Relationship between Training and Development and Academic Staff Job Productivity

Variables	Training and Development	Academic Staff Job Productivity
Training and Development .708**	Pearson	1
	Correlation	
	Sig. (2-tailed)	.005
	N	240	240
Academic staff Job Productivity 1	Pearson	.708**
	Correlation	.005
	Sig. (2-tailed)	
	N	240	240

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

Table 1 revealed that a significant relationship exists between training and development and academic staff job productivity in public colleges of education in Ogun State with (r = .708, n = 240, p = .005). Therefore, the hypothesis which stated that, there is no significant relationship between training and development and academic staff job productivity in public colleges of education in Ogun State was thereby rejected. Hence, there is a significant relationship between training and development and academic staff job productivity in public colleges of education in Ogun State.

Ho$_2$: There is no significant relationship between workload management and academic staff job productivity in public colleges of education in Ogun State

Table 2

Pearson Correlation on the Relationship between Workload Management and Academic Staff Job Productivity

Variables		Workload Management	Academic Staff Job Productivity
Workload Management .548**	Pearson		1
	Correlation		
	Sig. (2-tailed)		.005
	N	240	240
Academic staff Job Productivity 1	Pearson		.548**
	Correlation	.005	
	Sig. (2-tailed)		
	N	240	240

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

Table 2 revealed that a significant relationship exists between workload management and academic staff job productivity in public colleges of education in Ogun State with (r = .548, n = 240, p = .005). Therefore, the hypothesis which stated that, there is no significant relationship between workload management and academic staff job productivity in public colleges of education in Ogun State was thereby rejected. Hence, there is a significant relationship between performance appraisal and academic staff job productivity in public colleges of education in Ogun State.

Ho₃: There is no significant relationship between performance appraisal and academic staff job productivity in public colleges of education in Ogun State

Table 3

Pearson Correlation on the Relationship between Performance Appraisal and Academic Staff Job Productivity

Variables Productivity		Performance Appraisal	Academic Staff Job
Performance Appraisal .617**	Pearson		1
	Correlation		
	Sig. (2-tailed)		.005
	N	240	240
Academic staff Job Productivity 1	Pearson		.617**
	Correlation	.005	
	Sig. (2-tailed)		
	N	240	240

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

Table 3 revealed that a significant relationship exists between performance appraisal and academic staff job productivity in public colleges of education in Ogun State with (r = .617, n = 240, p = .005). Therefore, the hypothesis which stated that, there is no significant relationship between performance appraisal and academic staff job productivity in public colleges of education in Ogun State was thereby rejected. Hence, there is a significant relationship between performance appraisal and academic staff job productivity in public colleges of education in Ogun State.

Ho$_4$: There is no significant relationship between staff welfare and academic staff job productivity in public colleges of education in Ogun State

Table 4

Pearson Correlation on the Relationship between Staff Welfare and Academic Staff Job Productivity

Variables		Staff Welfare	Academic Staff Job Productivity
Staff Welfare .823**	Pearson		1
	Correlation		
	Sig. (2-tailed)		.005
	N	240	240
Academic staff Job Productivity 1	Pearson		.823**
	Correlation	.005	
	Sig. (2-tailed)		
	N	240	240

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

Table 4 revealed that a significant relationship exists between staff welfare and academic staff job productivity in public colleges of education in Ogun State with (r = .823, n = 240, p = .005). Therefore, the hypothesis which stated that, there is no significant relationship between staff welfare and academic staff job productivity in public colleges of education in Ogun State was thereby rejected. Hence, there is a significant relationship between staff welfare and academic staff job productivity in public colleges of education in Ogun State.

Discussion

The findings of the study revealed that there was a significant relationship between training and development and academic staff productivity in public colleges of education in Ogun State. This implies that opportunities for skill enhancement, professional growth, and continuous learning play a crucial role in shaping lecturers' effectiveness, output quality, and commitment to institutional goals. When academic staff are exposed to relevant workshops, seminars, conferences, mentoring programmes, and in-service training, they acquire updated pedagogical skills, improve their classroom practices, strengthen their research capacity, and become more motivated to perform optimally. Effective training and development also boost staff confidence, encourage innovation in teaching and assessment, and promote a stronger sense of professional competence, all of which contribute to improved productivity. This result agreed

with the findings of Adebayo and Fashiku (2023), who reported that continuous professional development significantly enhanced lecturers' job performance in colleges of education in Southwest Nigeria. Their study showed that lecturers who participated regularly in training programmes demonstrated improved instructional delivery, better curriculum implementation, and higher levels of work commitment. Similarly, Okorie et al. (2022) found that targeted staff-development initiatives, particularly in pedagogical improvement and ICT competence, positively influenced academic staff productivity by improving teaching effectiveness, research engagement, and administrative efficiency.

The findings of the study revealed that there was a significant relationship between workload management and academic staff productivity in public colleges of education in Ogun State. This indicates that how institutional tasks are allocated such as teaching hours, number of courses, class sizes, administrative responsibilities, and assessment load plays an important role in determining how effectively lecturers perform their duties. Proper workload distribution enables lecturers to dedicate adequate time to lesson preparation, instructional delivery, student mentoring, research activities, and other academic obligations. When workloads are manageable and aligned with staff capacity, lecturers tend to be more productive, less stressed, and more committed to achieving institutional goals. This result is consistent with the findings of Adeyemi and Afolabi (2022), who reported that manageable workloads significantly improved lecturers' performance in colleges of education across Southwestern Nigeria. Their study showed that lecturers with balanced teaching and administrative duties demonstrated higher instructional effectiveness, better classroom interactions, and stronger participation in scholarly tasks.

The findings of the study revealed that there was a significant relationship between performance appraisal and academic staff productivity in public colleges of education in Ogun State. This suggests that appraisal systems such as evaluation of teaching effectiveness, assessment of research output, monitoring of punctuality, and review of overall professional conduct play an important role in shaping lecturers' performance outcomes. When performance appraisal processes are transparent, fair, and development-oriented, they help lecturers identify their strengths, address weaknesses, and work towards improving their professional competence. This result aligns with the findings of Bello and Yusuf (2023) whose study found that when appraisal outcomes were linked to recognition, promotion, and professional development opportunities, lecturers demonstrated greater dedication to teaching quality, research involvement, and student support services.

The findings of the study revealed that there was a significant relationship between staff welfare and academic staff productivity in public colleges of education in Ogun State. This indicates that welfare provisions such as timely salary payment, health benefits, housing support, conducive work environment, opportunities for career advancement, and general well-being programmes play an essential role in determining how effectively lecturers carry out their academic responsibilities. When staff welfare is adequately addressed, lecturers tend to experience higher job satisfaction, greater emotional stability, and stronger motivation to perform their duties. This finding aligns with the study of Aluko and Adeoye (2022), who reported that welfare incentives significantly improved lecturers' work commitment and productivity in public colleges of education in Nigeria. Their research emphasized that lecturers who enjoyed stable welfare packages demonstrated higher levels of teaching effectiveness, punctuality, and dedication to institutional goals. Similarly, Olatunji and Kareem (2023) found that staff welfare measures such as medical allowances, enabling work conditions, and

professional support systems enhanced lecturers' capacity to deliver quality instruction and engage in scholarly activities.

Conclusion

The study established that personnel management practices (training and development, workload management, performance appraisal, and staff welfare) all have significant relationships with academic staff productivity in public colleges of education in Ogun State. These findings indicate that productivity is strongly influenced by institutional practices that support professional growth and employee well-being. Academic staff perform better when they are adequately trained, fairly appraised, reasonably engaged, and properly catered for through welfare provisions. Effective workload management further ensures that lecturers can balance teaching, research, and administrative duties without burnout.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Public colleges of education should institutionalize continuous professional development through regular workshops, conferences, ICT training, and mentoring programmes to improve academic staff competence and productivity.
2. The management team of colleges of education should implement fair and transparent workload policies that balance teaching, research, and administrative responsibilities to prevent burnout and promote optimal performance.
3. Performance appraisal systems should be strengthened and aligned with developmental goals, ensuring that feedback is constructive, objective, and linked to promotion, recognition, and capacity-building opportunities.
4. Staff welfare packages should be improved and consistently implemented, including timely salary payment, medical support, adequate office facilities, and conducive working environments to enhance lecturer motivation and commitment.

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