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## **ACADEMIC STAFF PROMOTION INDICATORS: ISSUES, IMPLICATIONS, AND PROSPECTS FOR IMPROVEMENT IN COLLEGES OF EDUCATION, NIGERIA**

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### **ABSTRACT**

*Faces influencing academic staff promotion in Nigerian colleges of education are critically examined in the extensive literature analysis. In order to gain a comprehensive grasp of promotion criteria, emerging trends, enduring issues, and reform imperatives, this study systematically analyses contemporary research, institutional practices, and regulatory frameworks. According to the evaluation, there are notable differences in promotion procedures, a general lack of satisfaction among academic staff, and an urgent need for systemic change to bring the institution into compliance with international best practices and modern academic standards. The key conclusions show that, although the conventional measures of service, research, and teaching continue to be important, judgements about promotions are increasingly focusing on innovation, global cooperation, and societal effect, also, the same level of priority given to conference attendance, publication and community service should be given to teaching and all other components of promotion for academic staff.*

**Keyword:** *Promotion, Academic staff, conference Attendance, publications  
and Community service.*

## BACKGROUND TO THE STUDY

Qualification is a basic requirement to determine the ability of an individual for qualitative academic deliveries in the areas of teaching, research and community development. It is a way of assuring quality service delivery, therefore, managing rigorous duties of teaching, research, and service is a daily struggle for academic staff in the Nigerian institutions and other academic institution across the globe, despite its potential for enrichment, the multifaceted function can provide serious difficulties that can result in stress, exhaustion, and a sense of being pushed in several ways at once. Academics are expected to juggle a triad of core responsibilities i.e (teaching, research, and service), which serves as balancing act often leads to stress, burnout, and diminished productivity. The complexity of these roles is compounded by institutional expectations, economic pressures, and personal commitments. A crucial component of human resource management, academic staff advancement in Nigerian institutions has a direct bearing on staff motivation, institutional quality, and academic results. The promotion system provides a means of career progression as well as a means of ensuring academic criteria are met. Drawing on institutional norms, contemporary research, and legislative frameworks established by the National Universities Commission (NUC), this analysis analyses the many components that make up promotion criteria for academic staff in Nigeria.

Not to mention that the average Nigerian lecturer is subjected to extreme economic hardship, high inflation, and low pay while practicing this art of careful balancing. Poor finance, low motivation, and deteriorating facilities have long been issues for Nigerian universities, which are mostly owned by the Federal and State Governments. Due to the extremely high student population, the average Nigerian academic faces an overwhelming amount of work. Over the past 20 years, the number of young Nigerians aspiring to get admitted to universities throughout the

nation has continued to rise rapidly. Poor funding is the reason why the staff-to-student ratio keeps declining. There are too many open positions at Nigerian universities. Every year, older academics retire, leaving vacancies at universities that cannot be filled by their retiring colleagues. When combined, these factors are causing university teachers in Nigeria to have an extremely high workload, experience stress, burnout, and low motivation.

### **STATEMENT OF THE PROBLEM**

Over the decades, many scholars have examined issues surrounding academic staff promotion. Yet, some academic staff still lack adequate knowledge of the full requirements for promotion, partly due to variations in promotion criteria across institutions. Productivity may be influenced by how these promotion variables are assessed, and Owuamanam and Owuamanam (2008) note that doubts persist regarding the adequacy and objectivity of criteria for employment and promotion. This study seeks to evaluate the influence and relevance of academic staff productivity in relation to promotion process variables.

### **RESEARCH QUESTIONS**

To assist in the generation of evidence-based results pertinent to the study's objective, the following two research questions were raised and answered in this study:

1. What level of understanding do academic staff possess regarding the promotion process in Colleges of Education, Nigeria?
2. In what ways do Promotion Criteria Influence Academic Staff Productivity in Colleges of Education, Nigeria?

College of education in Nigeria have a uniform requirement for promotion from one level to another this requirement is produce by National Commission for Colleges of Education in Nigeria (NCCE)

## **PROMOTION REQUIREMENT FOR ACADEMIC STAFF BASED ON RANK**

### **1.1 QUALITY OF TEACHING/ WORK/LIBRARY SERVICES**

The following factors shall be considered:

- (i) Coverage of learning areas
- (ii) Continuous assessment (Assignment & Test) given to students (evidence to be provided).
- (iii) Records of attendance of students at lecture kept by the lecturers (evidences to be provided).

### **1.2 STUDENT PROJECT SUPERVISION**

Contents and lay out of the project in proper arrangement and the general neatness of project supervised and endorsed by the supervisor are to be considered here.

## **2.0 RESEARCH EXPERIENCE**

Academic staff must have informed the Research committee of any research project they embarked upon with the evidence of notification of such obtained by them. Candidates should indicate the time frame and budget on research proposal while Research funding Agencies (where applicable) should also be indicated.

This is to enable the School/Departmental Promotion Panel authenticate any claim of engagement in research work by candidates seeking promotion. Research is categorized into:

- 2.1.1 Research proposal
- 2.1.2 On-going research
- 2.1.3 Completed research

Note: Candidates seeking promotion to Lecturer I must have at least one research proposal, Senior Lecturer must have at least one research proposal and one on-going research, while candidates seeking promotion to Principal and Chief Lecturer must satisfy, one research proposal, one on-going research and one completed research.

Lecturer III moving to Lecturer II is exempted from research.

## **CONFERENCE PAPERS AND PUBLICATIONS**

- 5.1 Conference Papers at 1 point for on shore and 1.5 for off shore
- 5.2 Published articles in learned Journals/Chapter contributions/Certified Exhibition/Musical Composition or performances/Bibliography at 1.5 points for on shore and 2.0 for off shore.
- 5.3 Books
  - 5.3.1 Single-Authored books at 6 points
  - 5.3.2 Co-authored Book at 6 points divided by the number of authors
  - 5.3.3 Editing experience at 1 point.

**Note:**

5.4 See Assessment form for standard textbook on Page 13/14

5.4.1 Principal Lecturer/Principal Librarian moving to Chief /Chief

Librarian

- a. 04 Conference papers (4 x 1 point for on shore and 4 x 1.5 off shore)
- b. 04 Published articles in learned journals (4 x 1.5 for on shore and 4 x 2.0 for off shore)
- c. 03 meaningful chapter contributions /certified exhibition/musical composition or performances /Book review /Bibliography (3 x 1.5 points for on shore and 3 x2.0 for off shore) or 1 standard text book.

5.4.2 Senior Lecturer/Senior Librarian moving to Principal Lecturer/Principal

Librarian

- a. 3 Conference papers (3 x 1 point for on shore and 3 x 1.5 for off shore)
- b. 3 Published Articles in learned journals (3 x 1.5 for on shore and 3 x 2.0 for off shore)
- c. 03 meaningful chapter contributions/certified exhibition/musical composition or performances /Book review /Bibliography (3 x 1.5 points for on shore and 3 x2.0 for off shore) or 1 standard text book.

2

5.4.3 Lecturer I/Librarian I moving to Senior Lecturer/ Senior Librarian

- a. 3 Conference papers (3 x 1 point for on shore and 3 x 1.5 off shore)
- b. 2 Published Articles in learned journals (2 x 1.5 for on shore and 2 x 2.0 for off shore)
- c. 2 meaningful chapter contributions/certified exhibition/musical composition or performances /Book review /Bibliography (2 x 1.5 points for on shore and 2 x2.0 for off shore) or 1 standard text book.

#### 5.4.4 Lecturer II/Librarian II Moving to Lecturer I /Librarian I

- (a) 2 Conference Papers (2x1 Point on shore and 1.5 off shore)
- (b) 2 Published Article in learned Journals (1.5 on shore and 2.0 off shore)
- (c) 1 Chapter Contributions/Certified Exhibition/Musical Composition/Performance Book Review in a learned Journal/Bibliography (1 x1.5 points on shore and 1 x 2 point off shore)

**Note:** Master degree is required in relevant subject areas for promotion to L1 & above

#### 5.4.5 Lecturer III/Librarian III Moving to Lecturer II /Librarian II

- (a) 2 Conference Papers (2x1 Point on shore and 1.5 x 2 off shore)

- (b) 2 Published Article in learned Journals (1.5 point on shore and 2.0 off shore)
- (c) 1 Chapter Contributions/Certified Exhibition/Musical Composition/Performances/Bibliography (1 x 1.5 points on shore and 2.0 point off shore)

#### 5.4.6 Assistant Lecturer/Assistant Librarian Moving to Lecturer III /Librarian III

- (a) 3 years cognate experience on the job.

### **ADMINISTRATION AND COMMUNITY SERVICES**

**(MAXIMUM OR 10**

#### **POINTS)**

- (a) Deanship/Directorship at (3 points)
- (b) Headship of Departments/Sub-Dean/Deputy Director at (2 points)
- (c) College Committee membership at 1 point for each committee (Maximum of 4 points)
- (d) Outside College Board/Community Membership:  
(Any extra curriculum activities rendered to the society, Union, the immediate Community, Local Government, State Government, National or International Societies. This includes Board of Trustees, Board of Governance and Road Safety, Marshal, etc) (out of 3), at least a staff should belong to 1 Body) maximum of 3 points

## LITERATURE REVIEW

The long term success of an organization is related to its ability to measure how well its employees perform within a predetermined period, and how effectively it uses that information to ensure that performance meets set standards, and also improves over time, different parameter are used for this purpose. Academic staff productivity is a crucial factor in their promotion, and the criteria used to assess a staff member's productivity such as teaching, research, and community service will decide the outcome of that promotion.

### 1. TEACHING

Research is frequently seen as more important than teaching when it comes to career progress and promotion, despite teaching being a fundamental duty of academic staff. As a result, lecturers may feel unbalanced, frustrated, and lose interest in teaching. Time-consuming and sometimes difficult tasks include mentoring students, grading, and lecture preparation. This may put the requirements of performing and publishing research as well as performing community service in conflict. Overemphasizing academics' publishing goals at the expense of students' educational experiences can lower the quality of instruction. This may cause the general standard of education to drop.

#### 1.1 Curriculum Development and Innovation

Modern promotion criteria increasingly emphasize faculty contribution to curriculum design, updating, and innovation. This includes:

1. Development of new courses that reflect contemporary knowledge and industry needs
2. Integration of technology and digital resources in course delivery
3. Alignment with international standards and best practices
4. Incorporation of local content and contextual relevance

## **1.2 Teaching Methodology and Student Engagement**

Evaluation of teaching effectiveness encompasses:

1. Adoption of student-centered learning approaches
2. Use of innovative pedagogical methods including active learning strategies
3. Integration of research findings into teaching practice
4. Development of practical skills and competencies among students

## **1.3 Student Assessment and Learning Outcomes**

Contemporary promotion criteria emphasize:

1. Evidence of improved student learning outcomes
2. Development of appropriate assessment methods
3. Feedback mechanisms and continuous improvement in teaching practice
4. Contribution to student success and career development

## **1.4 Supervision and Mentorship**

Academic promotion increasingly recognizes:

1. Quality supervision of undergraduate and postgraduate students
2. Mentorship of junior colleagues and emerging academics
3. Contribution to academic community development
4. Success rates of supervised students in their academic and professional careers

## **2. CONFERENCE AND PUBLICATION**

Lecturers in the institutions of higher learning engage in research activities to transfer knowledge and to keep abreast with current trends as they teach. The total volume of research production from

the lecturers on an individual level determines how productivity they are, the idea behind the productivity of researchers is that it is directed towards knowing and measuring the quality of teaching in the institution. Furthermore, research is an important criterion in determining the career growth of a lecture . Kyvik and Reymer (2017), were of the view that the use of channel of publication is crucial in determining the productivity of lecturers with great emphasis on visibility of the lecturers. It is commonly accepted that the measure of research productivity is by number of publications in terms of volume by researchers.

Research output which includes peer-reviewed journal publications, conference papers, books and chapters in books and monographs (Altbach, 2015).

Research plays a significant role in university ranking, prestige and reputation (Amutuhaire, 2022; Uzobo, 2019). The reason for this is that, aside from teaching and learning and community service, research and publications are the most unique roles of academic institutions. Research creates new knowledge by validating, refuting, or elucidating what already exists; it offers the crucial scientific justification for advancements and better public administration. This has ignited the drive for academics to publish as both a professional and a moral obligation (Vurayai & Ndofirepi, 2022); thus, the dilemma to ‘publish or perish’ (PoP) at any cost is born. To publish is to remain relevant; to perish is to fade into career obscurity (Ssentogo & Draru, 2017)

Research productivity of lecturers is key for the advancement of societies and career growth of the lecturers in higher educational institutions. According to the Organisation of Economic Corporation and Development (2017), research productivity of university lecturers is often defined in terms of publication output and community service. Unfortunately, there seems to be a serious decline in the research productivity as evident in the decline of output of publication in terms of quantity of publication (Mantikayan & Abdulgani , 2018). However, while these reasons are almost

glaring, there are some developments in grant provision and funding that the researcher expected to see corresponding improvements in staff service delivery. For instance, the TETFund provides huge annual grants to researchers for conducting small- and large-scale research. The visibility and reputation of an institution of higher learning is dependent on the quantity and quality of research productivity of its lecturers. It is an institutional mandate to publish which by implications, no lecturer or faculty will be promoted without a good number of publications (Mantikayan & Abdulgani, 2018). One of the major factors that has been observed to have the tendency to influence lecturers' research productivity is institutional factors. Such institutional factors include, staff development and training opportunities, staff support, technical support and guidance, resources, awards, workload, research culture, research emphasis, tenure and promotion, financial rewards, performance standard, peer and social recognition) as well as, leadership factors which include, appreciation, orientation and priority and astrictive factors which refer to gender, age, intelligence and personality).

There are various measures of research productivity according to literature in the Nigerian educational sector. This variation is due to the fact that Nigeria tertiary institution have different standards for measuring research productivity since it is linked to promotion, Some scholars have proposed investigating the quantity of journal articles or the quality of the articles (Mantikayan & Abdulgani, 2018).

Furthermore, initial research indicated that there aren't many studies on the research productivity of lecturers in Nigerian federal universities, and none of them have looked into how institutional factors might affect the degree of research productivity of lecturers in these institutions. Additionally, previous research on research productivity concentrated on researchers at research

institutes (Edward, Faith, and Mathew, 2016); however, this study focus on institutional characteristics in Nigerian college of education.

In the academia, the concept of research productivity is regarded as an indication of the success of lecturers which influences promotions, rank, levels, honorariums and lecturers' benefits, (Sahardi, Fuad and Rosyidi, 2018). In this assertion, emphasis is laid on quantitative rank of related journals, qualitative measures of total and average research productivity of faculty and quantitative measures of total and average research productivity. It has been reported that the benefit of research is the advancement of knowledge being created and communicated in an academic environment through scholarly seminars, conferences and publications. Ojo and Ilesanmi (2016) and University of Sydney (2018) viewed research as the creation of new knowledge and or the use of existing knowledge in a new way so as to generate knowledge. This implies synthesising literature and previous research. Okafor (2011), defined research productivity as an individual endeavour which is founded on intellectual input in finding out the real issues surrounding a particular matter. Also, Okendo (2018) stated that research productivity refers to the work that has been researched upon and published in journals, book chapters, monographs, articles, technical reports, bulletin, conference papers, working papers, short communication papers, patents and standards. Madu and Dike (2012) were of the view that research productivity is the ability of the researcher to use his intelligent quotient to collect, modify and critically analyse information and come out with authentic results that could help in the advancement of knowledge.

### **Teaching vs. Research Tensions**

1. Teaching is often undervalued in promotion and tenure decisions, despite being time-intensive and central to student success.

2. Preparing lectures, grading, and mentoring students can conflict with the demands of publishing research and securing grants.

3. According to Adegoke (2023), Nigerian academics face a particularly harsh imbalance, where teaching loads are heavy and research is underfunded, yet research output remains the primary metric for career advancement.

### **3. COMMUNITY SERVICE**

Another essential promotion element is community service, community service program is a planned and coordinated service initiative of higher education institutions for the benefit and enhancement of the institution, host community and the nation development. Higher education institutions' community service programs are community-oriented initiatives started by the institutions to better the communities they serve.

Community service of higher institution include all kinds of services that is meant to improve the wellbeing of the people and the society at general. Community service are essential service designed by institutions to provide socio-economic development to the community (Ojelade, Aiyedun&Aregbesola). However, ineffective supervision of the implementation of community service programmes by Universities has affected the development of the programme (Olatunde-Aiyedun, 2021a

The implementation of community service programme by tertiary institutions has impacted positively on the development of host communities and the nation at large like religious community, residential community, volunteer member of road safty, red cross. Community service programme of higher institutions have brought socio-economic and technological development to the country at large. A study was conducted by Ogunode &Iroegbu (2018) and the result disclosed

that Federal University Wukari is achieving its objectives in the areas of teaching, researching and community services. This study also revealed that the impact of Federal University Wukari on the Wukari community includes employment generation for the people, expansion of social infrastructural facilities, aiding the social economic development of the people, attraction of Federal presence into Wukari, production of manpower for the community, the state and the country at large, encouraging the indigenes to appreciate university education, attract international donors and provision of community services into the community.

Udida, Bassey, Udofia, & Egbona (2009), and Aiyedun, Olatunde-Aiyedun and Ogunode (2021) stated that the sustainability of institutions, organizations or any society depends largely on the creative capacity of the institution to be capable of effectively performing its functions by offering the required services for the sustenance of the system. Services performed are those that can significantly contribute within the context of a sound macro-economic and political environment to the growth of Nigerian educational institutions and the society (Ekpo & Aiyedun, 2019).

### **Service Commitments and Institutional Demands**

Service roles—such as committee work, student advising, and community engagement—are essential but often overlooked in performance evaluations, these responsibilities can be unpredictable and time-consuming, further straining academics' schedules. Adegoke (2023) notes that service obligations in Nigerian universities are exacerbated by poor infrastructure and under staffing, leading to overburdened faculty.

## METHODOLOGY

This research adopt descriptive research design and purposive sampling techniques purposive sampling is used so that all the academic staff cadre is adequately represented, population of the study entails all five hundred and ten (510) academic staff of the Federal College of Education (Special), Oyo, purposive sampling will used in this study this is chosen so that respondents can cut across all the academic ranks of the institution ranging from Chief lecturer to Assistant lecturer, 100 academic staff was sample for this study, this sample exclude Chief lectures as they have gotten to the peak of their promotion also, Assisstant lecturers are exempted this was considered because they do not need conference or publication to get to the next rank. The mean threshold of this study is 2.50

## DISCUSSION OF FINDINGS

In this section, participants' data that generated an abundance of insights and a variety of common threads that extended beyond the remit of this study. To answer the study questions, data was analysed. Quantitative data were analysed using descriptive statistical methods(Frequency 'F', Mean 'X', and Standard Deviation "SD"). A sample of 100 respondents was selected from the Federal College of Education (Special), Oyo.

The demographic characteristics of the respondents,

Table 1: presentation of respondent based on gender.

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	43	43%
Female	57	57%
Total	100	100%

Table 1 shows the distribution of the respondent based on gender and this shows that 43% of the respondents are male, while, 57% are female.

Research question 1: What level of understanding do academic staff possess regarding the promotion process in Colleges of Education, Nigeria?

Table 2: Academic staff's knowledge of the promotion process

	<b>Mean</b>	<b>SD</b>
Promotion criteria are sometimes inconsistent or unclear.	2.79	.953
Prior knowledge of promotion criteria as a lecturer before given appointment.	2.46	.88
Documented promotion requirements.	2.93	.85
Yearly promotion time table.	2.34	1.02
Timely and regular promotion process.	2.39	.96
In case of complain about promotion.	2.31	1.12
<b>Weighted mean</b>	<b>2.53</b>	<b>.89</b>

Table 2 was used to answer research question one using means and standard deviations to analyze the data collected from respondents. The mean of the respondent of 2.53. In general, if the mean is above the threshold which is 2.50, then the majority of respondents found themselves in agreement with the statement being tested. This implies that the respondents have knowledge of promotion process of the institution.

Research question 2: In what ways do Promotion Criteria Influence Academic Staff Productivity in Colleges of Education, Nigeria?

	<b>Mean</b>	<b>SD</b>	<b>Decision</b>
Academic qualifications	3.31	.82	High
Teaching experience ( Three years)	2.59	.88	High
Moderator's report on examination questions, marking guide, answer scripts and results/exhibition or practicals	2.69	.90	High
Fieldwork/practical/exhibition/teaching practice /siwes	3.03	.81	High
Quality of teaching (assignment of student and attendance)	2.11	1.12	Low
Student project supervision	2.78	.94	High
Research experience ( research proposal, on-going research and completed research)	1.72	.68	Low
Conference attendance	2.39	.96	Moderate
Journal publication	2.37	1.02	moderate
Book of reading (chapter contribution in books)	2.48	.91	Moderate
Text book	2.13	.78	low
Community services (within and outside college)	2.45	.89	Moderate
Computer literacy	1.99	.71	Low

Table 3 shows the mean and standard deviation of the elements of academic staff promotion, this table reveal that academic qualifications, teaching experiences, examination and exam result, practical and teaching practice and student project supervision these promotion elements have high influence on academic staff productivity however, conference attendance, journal publications, book of reading and community service (within and outside college) have moderate influence on academic staff productivity, despite the fact that this four elements are the most pronounced during promotion academic staff, moderate productivity of community service, conference attendance, journal publication and book of reading could be attributed to the fact that these aspects of promotion criteria require some level of expenditure which staff are unwilling to undertake

given their low income and limited sponsorship opportunity for conferences. Regardless of funding challenge, academic staff that neglect actively belonging and participating in professional bodies related to their discipline implies that they miss out on opportunity of interacting with like-minded professionals, updating their knowledge, and establishing links that will give them access to information.

Furthermore, the quality of teaching, research experience, textbooks and computer literacy have low productivity influence on academic staff promotion, this correlates with Academic staff satisfaction with teaching as a requirement for promotion is low (Mean = 1.12). The plausible reason could be that teaching as an element of promotion does not take the front desk as compared to that of publications, conference attendance and book of reading . This finding is in line with the works of Moses (1986) and Over (1993) which revealed that academic staff are dissatisfied with the undervaluing of teaching and that promotion nominees emphasis more on publications than in scholarship. Similarly, this result in line with the assertion of Volkwein and Carbone (1994) that academic staff are recruited primarily to teach, but are given promotion and salary increase, based primarily on their research and scholarship.

## CONCLUSION

Based on the analysis from the respondents it can be concluded that:

1. Academic staff in FCE(s), Oyo have adequate knowledge of the requirement for promotion for all ranks.
2. More attention and scoring is given to conference attendance, journal publication and community service more than teaching during promotion.
3. There is consistency in promotion requirement across the institution.

4. Better access to conference sponsorship and free journal publication will be a for of palliative during promotion.

## **RECOMMENDATIONS**

This study reveals that academic staff have good knowledge of their promotion requirement, nevertheless, the study also reveals that most of this academic staff do not have adequate knowledge of what their promotion requirement will be before they were employed this should be part of the orientation given to new staff and proper mentorship of the new staff. Balancing multiple responsibilities as an academic is a global challenge with local nuances. While the triadic demands of teaching, research, and service are universal, the severity of their impact varies by context. Addressing these challenges requires institutional commitment, policy reform, and a cultural shift toward valuing all aspects of academic labor.

Prioritization and time management are necessary to successfully balance teaching responsibilities with research and service obligations. Calendars and task lists are examples of planning tools that instructors can use to arrange their weekly obligations, assign specific time slots for each topic, and set reasonable targets. In order to manage expectations and look for cooperative opportunities that fit their duties, instructors might communicate their schedules with their colleagues.

Within each academic staff promotion year their should be access to conference sponsorship, free journal publications this will serve as a better motivating factor for publications.

Adequate feedback should be given to academic staff on the aspect of the promotion where they have done very well and where they need to put in more effort against next promotion.

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