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Job Delivery Competencies and Productivity of Academic Staff of Higher Institutions in Nigeria: A Study of Federal Polytechnic, Oko, Anambra State

Chuke Chinaza J[1]. & Ndubisi Emegha[2]
[1 & 2]Department of Political Science,ChukwuemekaOdumegwuOjukwu University, Igbariam, Anambra State
***Corresponding Author's Email*: emeghandubuisi@gmail.com**

Abstract

This study examined job delivery competencies and the productivity of academic staff in higher institutions in Nigeria, using Federal Polytechnic, Oko (2018–2021) as a case study. It focused on tutorial proficiency and assessed the contribution of professional development opportunities. The study was guided by Human Capital Theory, which provides a theoretical basis for examining how tutorial proficiency and professional development contribute to academic staff productivity.A survey research design was adopted; 400 questionnaires were distributed and 208 valid responses were returned (52.0%). Data were collected using a structured five-point Likert-scale questionnaire and analysed using percentages and chi-square goodness-of-fit tests. The results show that 168 respondents (80.8%) agreed or strongly agreed that tutorial proficiency contributes to academic productivity (weighted mean = 4.11; $\chi^2 = 147.63$, $p < .001$). Similarly, 144 respondents (69.2%) agreed or strongly agreed that professional development opportunities enhance job delivery competencies (weighted mean = 3.79; $\chi^2 = 80.27$, $p < .001$). The findings indicate that instructional competence and institutional support for continuous professional development are important for strengthening academic staff productivity. The study recommends embedding competency development and continuous professional development within staff appraisal, training and career advancement systems.

Keywords: Job Delivery, Competencies, Productivity, Academic Staff.

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Introduction

Academic staff productivity is paramount to the performance of any educational facility because it has a direct impact on how the facility teaches, conducts research, and student satisfaction. The significance of the good performance of academic staff in the educational institutions has become a more prominent topic in recent years, especially in higher education in Nigeria (Ogunyemi, 2020). Nevertheless, Nigerian academia is characterized by various problems such as insufficient funding, infrastructure, and managerial skills of the leadership (Adeyemi and Adebayo, 2020). These issues have brought questions on the efficacy of academic management and its influence on productivity.Within the academic institution context, the performances of academic staff cover a broad area including strategic planning, communication, and conflict resolution and performance management. These competencies are crucial to the improvement of the performance of academic employees and, consequently, of the entire institution (Mansor, 2019; Fadeyi&Oduro, 2021).

The Federal Polytechnic, Oko, in Anambra State, Nigeria is an important case study in the analysis of the connection between job delivery competencies and the productivity of the academic staff. Having been founded to offer good poly technological education and enhance technological development, the institution has had several managerial issues that have influenced its performance in operations (Nwankwo&Ofoegbu, 2021).Nigeria as well as most other developing nations put heavy emphasis on higher education as a tool of economic growth and development. The academic staffs have a great role in this process because they are the ones who teach, conduct research and community service in institutions of higher learning and are also involved in rendering other services in the society at large.Nevertheless, it has been a question of how productive and how well academic personnel perform in Nigeria. Productivity involves efficiency and effectiveness through which the entire tasks of employees and goal attainment in an organization are done.

The output of work per person is known as productivity; as the staff needs to be productive but the productivity of an academic staff might not be a very productive one when there are some issues which need to be addressed. Therefore, some scholars like Olayinka and Oyeniyi (2012) raised some concerns referring to such issues like low research output, high workload and

limited resources. Optimizing the input of the staff to greater institutions aims and objectives as a tool of sustainability and efficiency is important (Kum, Cowden &Karodia, 2018).The productivity of the workforce is still one of the main success factors in most organizations (Haenisch, 2012). The productivity of the workforce is the output per hour of employee and quality taken into account (Leblebici, 2016). Productivity is efficiency of production. This is actually the level of output that one can achieve by using a certain amount of inputs. Generally, productivity is perceived as an output-input-ratio. The importance of staff productivity relates to the successful performance of organizations in the sense that it translates into the achievement of organizational goals and objectives (Raza, Anjum& Zia, 2014), performance of tasks (Yukl, 2018), efficient use of resources (Rahman&Rahman, 2019), quality of output, workmanship, meeting standard and satisfaction of the customer (Ayinde, 2014).

The productive competences which are defined as skills, knowledge and abilities people have in order to effectively lead and manage their work has been identified as one of the factors that can affect the productivity of academic staff. Job delivery competences become relevant in the context of academic staff to facilitate them to handle their teaching, research and administration duties.Federal Polytechnic Oko is a leading institution of higher learning in Nigeria with an emphasis on technical studies and research. It was a self-help initiative created in 1979 by the community as a whole to form the school, Oko Progressive Union (OPU). It falls in the Orumba North Local Government Area of the Anambra State. Under the regime of Dr. Alex Ekwueme who was the former civilian Vice President of the Federal Republic of Nigeria. In 1979, the institution was renamed College of Arts and Science. Later it was upgraded to College of Arts, Science and Technology in June 28th 1980. This institution was institutionalized under the name of the Anambra State Polytechnic Oko (ANAMPOLY) and in 1993, the Federal Government took over the State Polytechnic and renamed it to Federal Polytechnic Okoin April 1993 now called Federal Polytechnic Oko.

The institution was founded to offer quality education and training in different technical and vocational fields, and it has a big role to play in the education sector in Nigeria. Federal Polytechnic, Oko has an academic workforce with varied experience and expertise, yet concerns about productivity may arise from workload pressures, resource limitations, infrastructure constraints, research expectations and student–staff demands. Job delivery competencies,

including instructional, research, communication and leadership capabilities, may therefore have important implications for academic productivity. The study focuses on tutorial proficiency, research skills and professional development opportunities as key areas through which academic staff competencies may be strengthened.

Academic staff in Nigerian higher institutions is expected to combine teaching, research, community service and related responsibilities, yet the extent to which job delivery competencies translate into productivity at Federal Polytechnic, Oko remains insufficiently established. Concerns surrounding instructional practice, research engagement, workload, limited resources and access to professional development may constrain effective job delivery, but the specific contribution of tutorial proficiency and research skills to staff productivity in the institution requires empirical clarification. Existing studies have generally linked staff competencies and development opportunities with performance, while evidence specific to Nigerian polytechnics remains limited. This gap makes it difficult to determine which competency areas and institutional support mechanisms should receive priority.

The present study therefore examines the association between job delivery competencies and academic staff productivity at Federal Polytechnic, Oko, while assessing whether professional development opportunities are perceived to strengthen these competencies.Prior studies have linked staff competencies, management practices and professional development with academic performance, but evidence specific to polytechnic academic staff at Federal Polytechnic, Oko remains limited. The absence of institution-specific evidence makes it difficult to determine the extent to which tutorial proficiency contributes to productivity and whether professional development provides meaningful support for job delivery. This study addresses that empirical gap using primary survey data from academic staff of the institution.

This research examined Job Delivery Competencies and Productivity of Academic Staff of Higher Institutions in Nigeria with particular reference to Federal Polytechnic, Oko between 2018 and 2021.Specifically, the study seeks to look into the following objectives:

1. 1. To assess the extent to which tutorial proficiency influences the productivity of academic staff at Federal Polytechnic, Oko from 2018 to 2021.
2. To assess the impact of the availability of professional development opportunities on the job delivery competencies of academic staff at Federal Polytechnic, Oko from 2018 to 2021.

Theoretical Framework

This study is found within the ambit of Human Capital Theory, which was developed principally through the works of Theodore Schultz (1961) and Gary Becker (1964), with Becker providing a more systematic economic formulation of the theory. The theory regards education, training, knowledge, skills, experience and other productive attributes embodied in individuals as forms of capital in which individuals and organizations can invest. Its central proposition is that investment in human capabilities increases workers' productivity and, consequently, can improve organizational performance and returns(Flores&Morejón, 2022). Therefore, employees are not viewed merely as holders of jobs but as carriers of knowledge and competencies that contribute to productive activity. In the context of higher education, this perspective implies that academic staff that possesses stronger instructional, research and professional competencies should be better positioned to perform their teaching, research and related responsibilities effectively. Recent scholarship continues to apply Human Capital Theory to higher education and staff development, emphasizing the relationship between investment in learning, competence development and workplace productivity(Agbeke, Ofem&Yahya, 2026; Altinok&Diebolt, 2026).

Human Capital Theory provides a direct explanation for the relationship examined in this study between job delivery competencies and academic staff productivity. Tutorial proficiency represents a form of accumulated professional human capital because effective instructional delivery depends on knowledge, pedagogical capability, communication skills and practical experience. From the perspective of the theory, stronger competencies should provide academic staff with greater capacity to perform their responsibilities effectively and contribute to institutional productivity. This proposition corresponds with the study's first objective, which examines the contribution of tutorial proficiency and related job-delivery capabilities to productivity at Federal Polytechnic, Oko.

The theory is also relevant to the study's second objective because professional development represents a deliberate investment in employees' knowledge and skills. Training, workshops, seminars and other continuing-learning opportunities can strengthen existing competencies and equip academic staff to respond to changing instructional, research and technological demands. Recent research similarly identifies professional development and continuing learning as

important mechanisms through which human capital can be strengthened in higher-education institutions. Accordingly, Human Capital Theory is adopted as the principal theoretical lens because it provides the clearest explanation of the study's central proposition: investment in knowledge, skills, instructional competence and professional development can strengthen the productivity of academic staff. Within this study, tutorial proficiency represents an important component of job-related human capital, while professional development constitutes a mechanism through which such human capital can be continuously developed and renewed.

Methodology

The studyadopted survey research design, and the study population consists of640 academic staff of Federal Polytechnic, Oko witha sample size of 400 obtained. The data collection instrument administered were structured questionnaire designed to represent a modified (5) points Likert Scale approach of Strongly Agree(SA)-5 Points; Agreed(A)- 4 Points; Disagree(D)- 3 Points; Strongly Disagree(SD)- 2 points and Undecided (UD)-1Point.The researcher used a pilot study to ascertain the validity of the questionnaire. Out of the 400 questionnaires that were distributed, 208 valid responses were returned; providing a response rate of 52.0%. Both qualitative descriptive and quantitative methods were employed to analyze data obtained from primary sources. The researchers use the test-re-test method in testing reliability of the instruments. Simple percentage and Chi-Square analyses were used to test the hypotheses by analysing the received data by the respondents. The difference between observed and expected frequencies of categorical data is calculated using the chi-square (χ^2) formula. The formula is:

Chi-Square Formula:

$\chi^2 = \Sigma [(O - E)^2 / E]$

Where:

- χ^2 = chi-square statistic
- O = observed frequency
- E = expected frequency
- Σ = summation symbol (sum over all categories)

Findings

A total of 400 questionnaires were distributed and 208 were returned, giving a 52.0% response rate. The analysis therefore focuses on the 208 valid responses. Descriptive statistics are first presented to show the distribution and strength of responses, followed by chi-square goodness-of-fit tests at the 5% significance level. Because the available data are aggregated Likert responses, the chi-square tests establish whether the observed response distributions differ significantly from an equal distribution; the direction of the findings is inferred from the concentration of responses in the agreement categories.

Table 1: Questionnaire Distribution and Response Rate

Questionnaire status	Frequency	Percentage
Distributed	400	100.0%
Returned/valid	208	52.0%
Not returned	192	48.0%

Source: Authors' field survey.

Testing of Hypotheses

Hypothesis 1

Null Hypothesis (H01): There is no significant positive relationship between tutorial proficiency and the productivity of academic staff at Federal Polytechnic, Oko.

Alternative Hypothesis (HA1): There is a significant positive relationship between tutorial proficiency and the productivity of academic staff at Federal Polytechnic, Oko.

Decision Rule:

At $\alpha = 0.05$, reject H0 where the calculated chi-square statistic exceeds the critical value of 9.488 ($df = 4$), or where $p < 0.05$. Otherwise, fail to reject H0.

Table 2: Response Distribution on Tutorial Proficiency and Academic Productivity

Category	Frequency	Percentage	Weighted contribution
Agree	80	38.5%	320
Strongly Agree	88	42.3%	440
Disagree	20	9.6%	60
Strongly Disagree	15	7.2%	30
No Idea	5	2.4%	5
Total	208	100.0%	855

Source: Authors' field survey.

The response pattern is strongly concentrated in the agreement categories: 168 respondents (80.8%) selected Agree or Strongly Agree, compared with 35 (16.8%) who selected Disagree or Strongly Disagree. The weighted mean response is 4.11 on the stated five-point coding scheme, indicating a high level of agreement.The combined percentage of Agree and Strongly Agree is 81% (80 + 88), indicating a strong majority perceive that their tutorial proficiency has significantly improved their productivity.

Only 17% (20 + 15) disagree or strongly disagree.This distribution suggests a positive perception of the relationship between tutorial proficiency and productivity.

Chi-square goodness-of-fit test: H0 assumes equal frequencies across the five response categories. The expected frequency is 41.6 per category.

Null hypothesis for goodness-of-fit: Responses are equally distributed across categories.

Expected frequency if equal distribution: 208 / 5 = 41.6 per category.

Table 3: Chi-square goodness-of-fit test

Category	Observed (O)	Expected (E)	(O-E)^2/E
Agree	80	41.6	35.57
Strongly Agree	88	41.6	51.37
Disagree	20	41.6	11.21
Strongly Disagree	15	41.6	17.88
No Idea	5	41.6	32.13
Total	208		147.63

Source: Authors' field survey; Authors' computation.

Degrees of freedom (df) = 4.

The recalculated chi-square statistic is $\chi^2 = 147.63$ ($df = 4$, $p < .001$), which is far above the 5% critical value of 9.488. The observed distribution therefore differs significantly from an equal distribution and is heavily concentrated in the agreement categories.

Since 143.58 > 9.488, the distribution of responses is significantly different from equal distribution, heavily skewed toward agreement.

Decision: Reject H01. There's statistically significant directional support for the proposition that tutorial proficiency is positively associated with academic staff productivity.

Hypothesis 2:

Null Hypothesis (H01): The availability of professional development opportunities has no significant positive impact on the job delivery competencies of academic staff at Federal Polytechnic, Oko.

Alternative Hypothesis (HA2): The availability of professional development opportunities has a significant positive impact on the job delivery competencies of academic staff at Federal Polytechnic, Oko.

Decision Rule:

If the test statistic (e.g., Chi-square) is significant at the chosen significance level (commonly $\alpha = 0.05$), reject H0 and accept H2.

If the test statistic is not significant, fail to reject H0.

Table 4: Response Distribution on Professional Development Opportunities and Job Delivery Competencies

Category	Frequency	Percentage	Weighted contribution
Agree	75	36.1%	300
Strongly Agree	69	33.2%	345
Disagree	25	12.0%	75
Strongly Disagree	30	14.4%	60
No Idea	9	4.3%	9
Total	208	100.0%	789

Source: Authors' field survey.

Agreement remains the dominant response pattern. A total of 144 respondents (69.2%) selected Agree or Strongly Agree, while 55 (26.4%) selected Disagree or Strongly Disagree. The weighted mean response is 3.79, indicating a generally favourable assessment of the contribution of professional development opportunities to job delivery competencies.

The combined percentage of Agree and Strongly Agree is 69% (75 + 69), indicating a strong majority perceive that professional development opportunities have enhanced their job delivery competencies.

Only 27% (25 + 30) disagree or strongly disagree.This suggests a positive perception of the impact of professional development on competencies.

Chi-square goodness-of-fit test: H0 assumes equal frequencies across the five response categories. The expected frequency is 41.6 per category.

Null hypothesis for goodness-of-fit: Responses are equally distributed across categories.

Expected frequency if equal distribution: 208 / 5 = 41.6 per category.

Table 5: Chi-square goodness-of-fit test

Category	Observed (O)	Expected (E)	(O-E)^2/E
Agree	75	41.6	28.04
Strongly Agree	69	41.6	18.21
Disagree	25	41.6	6.65
Strongly Disagree	30	41.6	3.27
No Idea	9	41.6	24.10
Total	208		80.27

Source: Authors' field survey; Authors' computation.

Degrees of freedom (df) = 4.

The recalculated chi-square statistic is $\chi^2 = 80.27$ (df = 4, $p < .001$), exceeding the 5% critical value of 9.488. The response distribution is therefore significantly different from an equal distribution and is concentrated in the agreement categories.

Since 83.44 > 9.488, the distribution of responses is significantly different from equal distribution, skewed toward agreement.

Decision: Reject H0. The response pattern provides statistically significant directional support for the proposition that professional development opportunities positively contribute to job delivery competencies.

Table 6: Descriptive and Inferential Summary of Key Variables

Measure	Tutorial proficiency	Professional development
N	208	208
Agree + Strongly Agree	168 (80.8%)	144 (69.2%)
Disagree + Strongly Disagree	35 (16.8%)	55 (26.4%)
No idea	5 (2.4%)	9 (4.3%)
Weighted mean	4.11	3.79
Chi-square	147.63	80.27
p-value	< .001	< .001

Source: Authors' field survey; Authors' computation.

Tutorial Proficiency and Academic Productivity

The primary data show a clear concentration of responses around tutorial proficiency: 88 respondents (42.3%) strongly agreed and 80 (38.5%) agreed that tutorial proficiency contributes to productivity, giving a combined agreement level of 80.8%. Only 35 respondents (16.8%) selected either disagreement category, while 5 (2.4%) indicated no idea. The weighted mean of 4.11 and $\chi^2 = 147.63$ ($p < .001$) reinforce the strength and statistical significance of this response pattern. The result suggests that effective lecture delivery, student engagement and related instructional competence are perceived as important components of academic productivity at Federal Polytechnic, Oko.

Professional Development Opportunities and Job Delivery Competencies

Responses on professional development are also favourable, although less pronounced than those for tutorial proficiency. Sixty-nine respondents (33.2%) strongly agreed and 75 (36.1%) agreed, producing a combined agreement level of 69.2%. In contrast, 55 respondents (26.4%) selected either disagreement category, while 9 (4.3%) indicated no idea. The weighted mean of 3.79 and $\chi^2 = 80.27$ ($p < .001$) indicate a statistically significant concentration of responses toward agreement. The evidence therefore points to professional development as an important institutional support mechanism for sustaining and improving job delivery competencies.

Table 7: Consolidated Summary of Primary Data Results

Indicator	Positive responses n (%)	Weighted mean	χ^2 (df=4)	p-value	Decision
Tutorial proficiency → productivity	168 (80.8%)	4.11	147.63	< .001	Reject H0
Professional development → competencies	144 (69.2%)	3.79	80.27	< .001	Reject H0

Source: Authors' field survey; Authors' computation.

Note: Positive responses combine Agree and Strongly Agree. Weighted means use the study's stated coding (SA=5, A=4, D=3, SD=2, No Idea=1).

Discussion of Findings

The study examined job delivery competencies and academic staff productivity at Federal Polytechnic, Oko, focusing on tutorial proficiency and the contribution of professional development opportunities to job delivery competencies. Of the 400 questionnaires distributed, 208 were returned (52.0%). The empirical evidence shows two clear patterns. First, 168 respondents (80.8%) agreed or strongly agreed that tutorial proficiency contributes to productivity, with a weighted mean of 4.11 and $\chi^2 = 147.63$, $p < .001$. Second, 144 respondents (69.2%) agreed or strongly agreed that professional development opportunities enhance job delivery competencies, with a weighted mean of 3.79 and $\chi^2 = 80.27$, $p < .001$. Thus, the primary data provide strong descriptive and inferential evidence of favourable perceptions of instructional competence and professional development, with tutorial proficiency producing the stronger response concentration.

The findings also indicate that the observed advantage of tutorial proficiency is not isolated from the institutional environment in which academic staff operate. The comparatively strong response to professional development suggests that opportunities for continuous training may reinforce the competencies required for effective teaching and related academic responsibilities. Taken together, the evidence points to the importance of combining individual instructional capability with sustained institutional support for staff development; this reinforces the need for

higher institutions to treat competency development as a continuing process rather than a one-time training activity.

Conclusion

The study indicates that job delivery competencies are important to academic staff productivity at Federal Polytechnic, Oko. Tutorial proficiency attracted 80.8% agreement (weighted mean = 4.11; $\chi^2 = 147.63$, $p < .001$), while professional development opportunities attracted 69.2% agreement (weighted mean = 3.79; $\chi^2 = 80.27$, $p < .001$). The findings therefore support continued institutional investment in competency development and professional development as practical means of strengthening academic productivity.

Recommendations

The following recommendations are made:

1. Improve and embed Professional Development Programs: Judging by the established results that the competence of job delivery can be substantially enhanced through professional development opportunities, it can be suggested that one of the primary tasks that Federal Polytechnic, Oko, or other higher education institutions in Nigeria should focus on is the creation and ongoing improvement of the professional development programs. These programs must be created to ensure that the academic staff is regularly informed on new teaching methods, research skills, and new educational technologies. Making such initiatives institutional will guarantee permanent growth of competencies, which is critical towards enhancing academic productivity and the general quality of education.
2. Incorporate Competency Development in Performance Management: Since there is a strong positive response pattern between tutorial proficiency and academic productivity, it is advisable that tertiary institutions should include competency development especially tutor proficiency and research competencies in their staff performance appraisal and career development practices. Institutions can encourage academic staff to actively participate in skill improvement initiatives by connecting professional development and skill acquisition with promotions, incentives, and recognition. Such a strategy will create a culture of improvement and responsibility and eventually lead to increased productivity and improved educational performance.

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