

TEAMWORK AND LECTURER RESEARCH OUTPUT IN COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA

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This study examined teamwork (Shared Vision-SV, communication and collaboration) and lecturer Research Output (RO) in Colleges of Education (CoE) in Southwestern Nigeria. Survey design of the correlational type was adopted for the study. Three states (Oyo, Ogun and Lagos) were purposively selected based on the presence of federal and state CoE. Six CoE (three each of federal and state) were randomly selected. They are the Federal College of Education (Special), Oyo; Federal College of Education (Technical), Akoka; Emmanuel Alayande College of Education, Oyo; Michael Otedola College of Primary Education, Noforija, Epe; Tai Solarin College of Education, Omu-Ijebu; and Federal College of Education, Osiele, Abeokuta. Two self-developed instruments: Teamwork Questionnaire and Publication Checklist were used to collect data. Descriptive statistics was used to answer research questions while multiple regression analysis was employed to test hypothesis. The level of lecturer RO was low ($\bar{x}=1.91$), while the level of teamwork among lecturers was high ($\bar{x}=3.24$) in CoE in Southwestern Nigeria. Significant contribution was found between collaboration and lecturer RO ($\beta=0.20, p<0.05$). However, there is no significant contribution of communication ($\beta=0.00, p>0.05$) and SV ($\beta=0.05, p>0.05$) to lecturer RO. College management should sustained and maintained teamwork for enhanced lecturer research output in Colleges of Education in Southwestern Nigeria.

I. INTRODUCTION

Colleges of Education (CoE) is one of the higher education institutions in Nigeria which were established to teach, conduct research and primarily produce qualified teachers who will teach at the pre-tertiary levels of the Nigerian education system. They are also expected to provide community services towards the growth and advancement of the country starting from the local to the national level. However, it seems that the operation of CoE has failed to bring about the practical achievement of the stated objectives because of the low research outputs, absence of global competitiveness and equivalence of products (Adebayo and Akinwumi, 2013; Jaiyeoba and Atanda, 2014). In the context of this paper, research output will be emphasised in relation to teamwork in colleges of education southwestern.

Research, which forms the major component of updating the professional skill of lecturers, seems to be more of quantity than quality due to what is commonly referred to as the 'publish or perish syndrome'. Emunemu (2009) observed that the quality of publication of lecturers in tertiary institutions in Nigeria is of a low standard when juxtaposed with that of their colleagues in other parts of the world. Attama (2013) and Simisaye (2019) reported that the level of publication of lecturers when compare with their counterpart. Also, it appears that publications of CoE are not predominant in high-factor international journals and rating sites. The consideration that publications in journals of CoE are not acceptable by universities for the promotions of their lecturers could be an indication of the quality of such journals.

The relevance of research in tertiary institutions can be ascribed to two key factors: one, the perception that research enhances teaching and continuous professional development (thus lending credence to the claim that research capability strengthens teacher education communities by improving the quality of student learning) and two, the notion that job output in the area of research is a pointer to the place of institutional prestige as an indispensable resource which higher education institutions require in order to maintain operation, and facilitate growth and development (Alhija and Majdob, 2017). Many tertiary institutions consider research-led teaching as the preferred approach to instruction delivery (Schapper and Mayson, 2010). However, many factors appear to have contributed to the low research output among lecturers in CoE, and these include lack of teamwork, vision, communication and collaboration on the part of lecturers, (Fashiku, 2016 and Nafei, 2015).

Teamwork is another variable of interest in this study. Educational institutions rely on teamwork to survive the competitive nature of contemporary times. It seems to be a fundamental aspect of success in the workplace for employees to work as part of a team. Teamwork helps to improve manpower utilisation, and has the potential of raising lecturer research output. The knowledge, skills and abilities of team members are improved during the course of working with other members in CoE (Agwu, 2015). The ability of lecturers to work together can have a positive

effect on their research publications quantity-and quality-wise. Teamwork, if exercised in CoE, could contribute to the synchronisation of skills and efforts among lecturers, and is likely to raise the standard of research publication. With teamwork, CoE may be geared towards attracting and also retaining the best lecturers. This, in turn, will enhance effective highresearch output. Three critical factors identified in measuring teamwork are shared vision, communication and collaboration (Imhonopi and Urim, 2012; Okai and Worlu, 2015).

Shared vision, an indicator of teamwork, is likely to enhance research output among the lecturers in CoE. The need for an individual lecturer of an institution to have objectives and clear targets lends credence to shared vision. A shared vision occupies a crucial place in achieving lecturer research output. The emphasis and energy for research methodology stems from the shared vision such that when a vision is truly shared, it is expected that quality research will be achieved. An institution must have an effective vision before its objectives can be achieved.

Communication is another important indicator of teamwork that may influence the level of lecturer job output in CoE. Within a group, intended meanings are expected to be conveyed from one member to other group members by using semiotic rules and signs which are mutually understood by the members of the group. That is what communication entails. For Asamu (2014), through communication, tasks are revealed and the resources which are required for carrying out assignments are made available from superiors to their subordinates, thereby making their work easier for better research output. The quality of the teamwork generally relies on the quality of shared information, and the team members' capacity for comprehending and communicating information engenders collaborative work (Omori, 2018). Collaboration becomes possible.

Collaboration, being an indicator of teamwork, seems to be essential in the attainment of research output. It is the act of getting lecturers together within an institution, either physically or virtually, to turn problems into solutions (Adegbaye, Okunlaya, Funom and Amalahu, 2017). This entails lecturers working on the same problem and exchanging ideas in order to achieve better research output. Collaboration represents all the interactions within an institution that enable lecturers to resolve specific issues. It ensures pooling of talents and strengths towards ensuring improved research output.

Although, Okiki (2013) stated that the level of research productivity of their respondents is very high. Taiwo (2014) submitted that 73.3% of the lecturers performed very well in research and publication. Similarly, Raji and Oyedeji (2021) reported that the academic staff research output level in higher education institution is condered to be high. However, these previous studies were found outside the institutional scope of this study. It is hoped to examine the present study in colleges of education to see if their findings will corroborate or negate the findings.

Likewise, several studies have sought to provide solution to the problem of poor job output among lecturers in CoE by focusing on ownership type, manpower development, satisfaction and work environment but this problem still persists (Agba and Ocheni, 2017; Mbon, Etor and Osim, 2012; Okiki, 2013). In the previous studies reviewed, no attention was given to the combined influence of organisational cohesiveness, teamwork, ICT adaptability on lecturers' job output in Southwestern Nigeria. It is an attempt to fill these identified gaps that this study examined the influence of organisational cohesiveness, teamwork and ICT adaptability on lecturer job output in CoE in Southwestern Nigeria.

Research output in CoE is one of the criteria to promote lecturers to the next level of cadre. Reports have shown that lecturer research output is on the decline among CoE in Southwestern Nigeria. This decline in research output is evident in poor research methodology. Similarly, the quality of CoE lecturer research output is of low standard when compare with their colleagues in other tertiary institutions. They do not appear in high impact journal and rating sites. If these problems are not addressed, it is likely that COE may be undermined in Nigeria.

Therefore, low lecturer job output in CoE could be attributed to lack of teamwork, vision, communication and collaboration. Numerous studies have been conducted with respect to lecturer research output but most of these studies focussed on factors related to work stress, ICT competence, personal and reward system with little focus on the combined influence of teamwork on lecturer research output. Therefore, this study investigated teamwork and lecturer research output of CoE in Southwestern Nigeria.

Objectives of the Study

This study investigated the influence of teamwork on lecturer research output in CoE in Southwestern Nigeria. The specific objectives of the study were to ascertain the level of lecturer research output in CoE and determine the level of teamwork among lecturers in CoE in Southwestern Nigeria;

Research Questions

The following research questions were raised and answered in this study:

1. what is the level of lecturer research output in CoE in Southwestern Nigeria?

- what is the level of teamwork (shared vision, communication and collaboration) among lecturers in CoE in Southwestern Nigeria?

Hypothesis

Hypothesis was formulated and tested in this study:

H₀₁: There is no significant relative contribution of teamwork to lecturer research output in CoE in Southwestern Nigeria.

Methodology

The survey design of the correlational type was adopted for the study. The population of this study consisted of 2749 lecturers from 12 public CoE in Southwestern Nigeria.

Table 1: The number of lecturers in public colleges of education in Southwestern Nigeria

S/N	INSTITUTION	STATE	OWNERSHIP TYPE	NUMBER OF LECTURERS
1	Federal College of Education (Special), Oyo	Oyo	Federal	325
2	Emmanuel Alayande College of Education, Oyo	Oyo	State	394
3	College of Education, Lanlate	Oyo	State	134
4	Osun State College of Education, Ilesa	Osun	State	117
5	Osun State College of Education, Ila Orangun	Osun	State	239
6	Adeyemi College of Education, Ondo	Ondo	Federal	343
7	College of Education, Ikere-Ekiti	Ekiti	State	131
8	Federal College of Education (Technical), Akoka	Lagos	Federal	453
9	Adeniran Ogunsanya College of Education, Otto-Ijanikin	Lagos	State	230
10	Michael Otedola College of Primary Education, Noforija, Epe	Lagos	State	134
11	Federal College of Education, Osiele, Abeokuta	Ogun	Federal	282
12	Tai Solarin College of Education, Omu-Ijebu	Ogun	State	197
TOTAL				2749

Source: Registrar’s Office of the twelve colleges of education, 2019.

The sample for this study comprised of 883 lecturers who were selected from 6 public CoE in Southwestern Nigeria. In selecting the sample for the study, the researcher adopted a multistage procedure. At the first stage, the purposive sampling technique was used to select states that have more than one CoE because of the likelihood of a mixed ownership of the CoE in such states, that is, both federal and state-owned CoE. Thus, Oyo, Ogun and Lagos States were selected. At the second stage, the federal CoE in each of the selected states as well as one state-owned CoE were selected using the simple random sampling technique. As such, 6 out of 12 public institutions were selected. At the third stage, 50% of the lecturers were purposively selected from each institution.

Table 2: Sample of lecturers in selected colleges of education in Southwestern Nigeria

STATE	INSTITUTION	SCHOOL	NUMBER OF LECTURERS	50% OF LECTURERS
Oyo	Federal College of Education (special), Oyo	Education	80	40
		Arts and Social Sciences	74	37
		Sciences	54	27
		Languages	55	28

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		Vocational and Technical Education	62	31	
	Emmanuel Alayande College of Education, Oyo	Education	122	61	
		Arts and Social Sciences	68	34	
		Sciences	52	26	
		Languages	79	40	
		Vocational and Technical Education	73	37	
Lagos	Federal College of Education (Technical) Akoka	Education	157	79	
		Arts and Social Sciences	98	39	
		Sciences	82	41	
		Languages	57	24	
		Vocational and Technical Education	59	30	
	Michael Otedola College of Primary Education, Noforija, Epe	Education	43	22	
		Arts and Social Sciences	32	16	
		Sciences	22	11	
		Languages	29	15	
	Vocational and Technical Education	8	4		
Ogun	Federal College of Education, Osiele, Abeokuta	Education	80	40	
		Arts and Social Sciences	58	29	
		Sciences	56	28	
		Languages	46	23	
		Vocational and Technical Education	42	21	
	Tai Solarin College of Education, Omu-Ijebu	Education	47	24	
		Arts and Social Sciences	53	27	
		Sciences	26	13	
		Languages	35	18	
		Vocational and Technical Education	36	18	
	TOTAL			1785	883

The instruments, which were titled, "Teamwork Questionnaire" (TQ) and Publication Checklist (PC), were designed to elicit responses from lecturers. This TQ was divided into two sections labelled A to B. Section A contained items on the demographic data of the respondents. Section B contained items on teamwork; it was divided into three sub-scales with Communication, Collaboration and Shared Vision having 8, 5 and 5 items, respectively with a modified 4-point Likert-type rating scale which had the following responses: Very High (VH)-4, High (H)-3, Low (L)-2, and Very Low (VL)-1. The PC was designed to gather data about lecturer research output with rating scale of NIL, 1-10, 11-20 and > 20

A sample of the questionnaire was submitted to the supervisor and experts in the Department of Educational Management for face, content and construct validity. The contributions and corrections of these experts were incorporated into the final draft of the questionnaire. The reliability of the instrument was established through a pilot study. The collected data from 50 lecturers in the College of Education, Lanlate, Oyo State were then subjected

to analysis using Cronbach alpha to ascertain the internal consistency or stability of the scales on the questionnaire. The result of reliability was 0.82 which is strong enough.

The data analysis was done using both descriptive and inferential statistical tools. Descriptive statistical tools like frequency count, simple percentage and mean were used to analyse the demographic data of the participants and research questions 1 and 2. Inferential statistics of Multiple regression was used to test hypothesis 1 at 0.05 level of significance.

II. Presentation and Discussion of Results

Answer to Research Questions

In answering research questions 1 to 2, the researcher used a scale where the weighted mean score of 1.00 \approx 2.49 signifies a low rating and a mean score of 2.50 \approx 4.00 signifies a high rating.

Research Question 1: What is the level of lecturer research output in CoE in Southwestern Nigeria?

Table 1: Level of Lecturer Research Output

S/N	ITEMS	NIL	1-10	11-20	> 20	MEAN
RESEARCH						
1	Number of articles in learned journals	189 (27.2%)	431 (62.1%)	60 (8.6%)	14 (2.0%)	1.85
2	Number of chapters in books	124 (17.9%)	465 (67.0%)	90 (13.0%)	15 (2.2%)	1.99
3	Number of monographs	178 (25.6%)	432 (62.2%)	77 (11.1%)	7 (1.0%)	1.87
4	Number of lecture manuals	134 (19.3%)	507 (73.1%)	38 (5.5%)	15 (2.2%)	1.90
5	Number of books published	195 (28.1%)	454 (65.4%)	42 (6.1%)	3 (0.4%)	1.79
6	Number of edited books	202 (29.1%)	449 (64.7%)	34 (4.9%)	9 (1.3%)	1.78
7	Number of papers published in international journals	153 (22.0%)	495 (71.3%)	25 (3.6%)	21 (3.0%)	1.88
8	Number of papers published in local journals	109 (15.7%)	496 (71.5%)	80 (11.5%)	9 (1.3%)	1.98
9	Number of seminar papers	145 (20.9%)	457 (65.9%)	74 (10.7%)	18 (2.6%)	1.95
10	Number of conference papers	117 (16.9%)	487 (70.2%)	68 (9.8%)	22 (3.2%)	1.99
		Nil	1-2	3-4	> 4	
11	Number of articles accepted for publication	121 (17.4%)	430 (62.0%)	128 (18.4%)	15 (2.2%)	2.05
Weighted mean (Research) = 1.91						

Table 1 reveals that the level of lecturer research output in CoE in Southwestern Nigeria was low (\bar{x} =1.91). Specifically, most of the lecturers had between 1 and 10 chapters in books (n=465, 67.0%), monographs (n=432, 62.2%), lecture manuals (n=507, 73.1%), published books (454, 65.4%), edited books (n=449, 64.7%), seminar (n=457, 65.9%) and conference (n=487, 70.2%) papers, articles in learned journals (n=431, 62.1%), papers in local journals (n=496, 71.5%), and papers published in international journals (n=495, 71.3%). Also, it was revealed that most of the lecturers had 1-2 articles which have been accepted for publication (n=430, 62.0%). This finding corroborates the report of Simisaye (2019) that the level of research productivity of their respondents was low as well as the report of Attama (2013) that the level of publications among their respondents was low. However, this study's findings contradict the report of Okiki (2013) which revealed the level of research productivity of their respondents was very high. The finding also negates the finding of Taiwo (2014) who submitted that 73.3% of the lecturers performed very well in research and publication. Similarly, this finding disagrees with that of Raji and Oyedeji (2021) which showed the research output level in higher education institution was high.

Research Question 2:What is the level of teamwork among lecturers in CoEin Southwestern Nigeria?

Table 2: Level of Teamwork among lecturers

S/N	STATEMENTS	VH	H	L	VL	MEAN
COMMUNICATION						
1	Satisfactory communication flow	451 (65.0%)	122 (17.6%)	78 (11.2%)	41 (5.9%)	3.42
2	Clarity of language of communication	310 (44.7%)	334 (48.1%)	35 (5.0%)	15 (2.2%)	3.35
3	Appropriateness of communication channels	322 (46.9%)	236 (34.4%)	83 (12.1%)	45 (6.6%)	3.22
4	Effectiveness of feedback mechanism	266 (38.3%)	329 (47.4%)	77 (11.1%)	22 (3.2%)	3.21
5	Understanding of messages communicated	388 (55.9%)	232 (33.4%)	56 (8.1%)	12 (1.7%)	3.45
6	Mastery of official language	358 (51.6%)	279 (40.2%)	33 (4.8%)	24 (3.5%)	3.40
7	Strength of barriers to effective communication	249 (36.8%)	104 (15.4%)	186 (27.5%)	138 (20.4%)	2.69
8	Family-like relationship among members of staff	344 (49.6%)	223 (32.2%)	85 (12.3%)	41 (5.9%)	3.26
Weighted mean (Communication) = 3.25						
COLLABORATION						
9	Practicality of team-teaching	412 (59.8%)	127 (18.4%)	118 (17.1%)	32 (4.6%)	3.33
10	Joint-authored publications	261 (37.8%)	383 (55.4%)	39 (5.6%)	8 (1.2%)	3.30
11	Sharing of experience among staff	279 (41.3%)	301 (44.5%)	82 (12.1%)	14 (2.1%)	3.25
12	Understanding of one another's feelings	327 (47.5%)	219 (31.8%)	76 (11.0%)	66 (9.6%)	3.17
13	Staff involvement in decision-making	307 (45.8%)	242 (36.1%)	75 (11.2%)	46 (6.9%)	3.21
Weighted mean (Collaboration) = 3.25						
SHARED VISION						
14	Respect for college vision	374 (55.0%)	217 (31.9%)	77 (11.3%)	12 (1.8%)	3.40
15	Commitment to the attainment of college vision	280 (40.3%)	354 (51.0%)	43 (6.2%)	17 (2.4%)	3.29
16	Involvement in the missions of the college	396 (58.6%)	156 (23.1%)	115 (17.0%)	9 (1.3%)	3.39
17	Understanding of the slogan of the college	198 (28.5%)	330 (47.6%)	148 (21.3%)	18 (2.6%)	3.02
18	Alignment of staff conduct with college mission	207 (30.8%)	335 (49.9%)	71 (10.6%)	59 (8.8%)	3.03
Weighted mean (Shared Vision) = 3.23						
Weighted mean (Teamwork) = 3.24						

Table 2 shows that the level of teamwork among lecturers in CoEs in Southwestern Nigeria was high (\bar{x} =3.24). Furthermore, the level of each of the indicators of teamwork, in this study, that is, communication (\bar{x} =3.25), collaboration (\bar{x} =3.25) and shared vision (\bar{x} =3.23) was high. In the area of communication, as an

indicator of teamwork, it was revealed that over half of the lecturers reported very high levels of satisfactory communication flow (n=451; 65.0%), appropriateness of communication channels (n=322, 46.9%), understanding of the messages communicated (n=388, 55.9%), mastery of official language (n=358, 51.6%) and family-like relationship among members of staff (n=344, 49.6%). The clarity of language of communication (n=334, 48.1%) and effectiveness of feedback mechanism (n=329, 47.4%) were rated by close to half of the lecturers to be high. Nevertheless, over one-third of the lecturers adjudged the strength of barriers to effective communication to be very high (n=249, 36.8%).

The results also showed that with regard to collaboration, as an indicator of teamwork, many of the lecturers reported very high levels of practicality of team-teaching (n=412, 59.8%), understanding of one another's feelings (n=327, 47.5%) and staff involvement in decision-making (n=307, 45.8%). High levels of joint-authored publications (n=261, 37.8%) and sharing of experience among staff (n=279, 41.3%) were also reported by a significant proportion of the lecturers. Concerning shared vision as an indicator of teamwork, it was observed that most of the lecturers reported very high levels of respect for college vision (n=374, 55.0%) and involvement in the missions of the college (n=396, 58.6%). Lastly, most of the lecturers reported high levels of commitment to the attainment of college vision (n=354, 51.0%), understanding of the slogan of the college (n=330, 47.6%) and alignment of staff conduct with college mission (n=335, 49.9%). This agrees with the report of Judeh (2011) which revealed that teamwork effectiveness among their study participants was moderately high. This also supports the position of McShane and von Glinow (2010) that mutual dependence among lecturers is achievable through communication. Taiwo (2014) reported that lecturers often do not use the ideas shared by their colleagues on academic matters, which is a reflection of the lack of respect for the ideas shared by their colleagues.

It was also observed that 41.3% of the lecturers claimed that there was a very high level of sharing of experience among staff. This finding agrees with the report of Banwo et al. (2015) that their study participants shared information freely with one another.

Test of Hypothesis

H₀₁: There is no significant relative contribution of teamwork to lecturer research output in CoE in Southwestern Nigeria

Table3: Relative contributions of the indicators of Teamwork to Lecturer research Output

	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta (β)	t	Sig.
(Constant)	-16.24	4.15		-3.92	0.00
Communication	-0.01	0.09	0.00	-0.10	0.92
Collaboration	0.54	0.09	0.20	5.80	0.00
Shared Vision	0.12	0.09	0.05	1.39	0.17

Table 3 revealed that the contribution of collaboration ($\beta=0.20, p<0.05$) to lecturer research output was significant while those of communication ($\beta=0.00, p>0.05$) and shared vision ($\beta=0.05, p>0.05$) were not. This agrees with the report of Omori (2018) which revealed that communication and productivity among their study participants, which implies that as communication improves among lecturers, their productivity decreases.

III. Conclusion

Based on the findings of this study, it can be concluded that teamwork is critical for the quality and quantity of research output of lecturers in the colleges of education. and many inherent benefits are expressed in lecturers' outputs toward their institutions.

IV. Recommendations

The following recommendations were made based on the findings of this study: There is a need to make the lecturers more productive by ensuring adequate and timely provision of facilities, trainings and motivations required to boost their output, as revealed by the level of lecturer research output. The government and management of CoE should frequently enhance the conditions of service of lecturers in order to guarantee greater commitment, efficiency and employee morale as well as low employee turnover so as to improve their productivity/output. Every lecturer must be encouraged and motivated to have a high work commitment to their institutions and members of their working group, and they should carry out the dimensions of group cohesiveness with all the needed zeal, enthusiasm and courage.

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