



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

## **Influence of Funding on Lecturers Productivity in Public Polytechnics in South West, Nigeria**

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### **Abstract**

*Studies have shown that lecturer productivity in Public Polytechnics in south west Nigeria is low. Previous studies focused more on funding of universities and learning outcomes of undergraduates than in the polytechnics and less attention was on lecturer productivity of polytechnic lecturers. This study therefore, was carried out to determine the pattern of funding and lecturer Productivity in Public Polytechnics in South West Nigeria. Descriptive research design was used. Four states (Ondo, Ogun, Osun and Lagos) that have federal and state polytechnics were purposively selected, while the four federal polytechnics were enumerated and non-proportional to size technique was used to select six polytechnics in the states. Ten Bursars were purposively selected from the public polytechnics used for the study. Funding ( $r=0.80$ ) questionnaires for Lecturer and Bursars respectively, while Rectors of public polytechnics were In-depth interviewed. Quantitative data were analysed using descriptive statistics. The community service ( $\bar{x}=2.34$ ) was low, 74.1% of lecturers did not publish in textbooks, this showed low Research Output, while Teaching Quality ( $\bar{x}=2.68$ ;) and lecturers' commitment to students project supervision ( $\bar{x}=2.85$ ) as rated by lecturers were moderate in Public Polytechnics. Funding ( $\bar{x}=2.14$ ) was low. Funding enhanced lecturer productivity in public polytechnics in South West, Nigeria. Therefore, government should increase subvention and research grants to public polytechnics' lecturers for improved productivity.*

**Keywords:** Funding, Lecturer productivity & Public Polytechnics

### **Introduction**

Public polytechnics play a vital role in technical and vocational education, preparing students with practical skills necessary for national development. In order to achieve this objective of establishing polytechnic education, there is



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

need for lecturers to be efficient and productive (Olatunji & Abayomi, 2019). Lecturer productivity is a desirable maximum output on the part of lecturers by using all available resources within their reach towards the achievement of polytechnic education objectives where they work and within the polytechnic environment. There has been a major concern by different stakeholders in the education sector on the perceived low productivity of lecturers in public polytechnics in Nigeria. It appears that polytechnic education which is not only an instrument of change but also an important tool for economic growth and national development has not been given proper attention by the government of the Federal Republic of Nigeria (Audu, Kamin, & Balash, 2013) cited in (Oyewole, Ayeni & Popoola, 2025). Hence, this appears to have resulted in low lecturer productivity in these institutions. It should be noted that the aim of establishing polytechnics in Nigeria is to train technologists, technicians and provide management skills in courses leading to the award of National Diploma (ND) and Higher National Diploma (HND) which are relevant to the needs, aspirations and development of the nation's diverse economy. It is with that hope, that such acquired training would lead to transformation of the country's economic and industrial development (Ibrahim, 2017; Oyewole, 2024). However, it seems that low lecturer productivity has made it difficult for the objectives to be met.

This statement was supported by Ayeni (2003) who revealed that the neglect of scientific and technical aspects of education have greatly affected the production of both middle and high level manpower vis-à-vis the industrial development in Nigeria. Therefore, the main expectation of lecturers engaged in polytechnic education should revolve around teaching, research, community service and project supervision which are the main indices for measuring lecturers productivity in Polytechnics. These indices of productivity appear to be under threat in the public polytechnics in Southwestern Nigeria in particular and Nigeria in general (Halilu & Wilson, 2018; Oyewole, 2024). Therefore, lecturers productivity can be attributed to funding of tertiary education in Nigeria. Funding is a crucial determinant of lecturers' productivity in public polytechnics, as it directly influences teaching quality, research output, and professional development. Adequate financial resources enable institutions to provide modern teaching facilities, research grants, competitive salaries, and training opportunities, all of which contribute to improved lecturer performance and student learning outcomes (Ogunode, 2020). According to Olatunji and Abayomi (2019) lack of financial investment in education results in outdated curricula, limited access to modern technology, and reduced lecturer engagement in research and innovation. In addition, inadequate funding affects lecturers' ability to attend conferences, publish scholarly work, and participate in capacity-building programmes, ultimately reducing their productivity (Adebayo, 2018).



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

Funding is central and germane to success at all levels of education in order to achieve national transformation through the objectives of establishing various levels of education in Nigeria (Ayeni, 2007; Ayeni & Babalola, 2009; Oyewole, 2024). However, funding appears to be the major challenge of the education sector, most especially, higher education institutions of which polytechnic is one. According to Isah and Akinwumi (2016), the evolution of Tertiary Education Trust Fund (TETFund) seems to have significantly reduced the problems experienced by higher education in terms of infrastructure. In addition, Bamiro and Adedeji (2010) corroborated the claim that inadequate financing is one of the major challenges facing higher education institutions in Nigeria. In the same vein, Kayode and Adedeji (2015) revealed that higher education in Nigeria is facing multi-dimensional crises of which funding is the major one. In fact, being the backbone of education generally (primary, secondary and tertiary), it seems that sufficient fund has not been allocated to higher education in Nigeria, most especially, polytechnics. Ayeni and Omobude (2018) that the insensitivity of the government's budgetary allocation to education, which is inadequate when compared to other developing countries around the world, has also contributed to the low Gross Domestic Product (GDP) in the country.

A government that is committed to human development and economic growth is expected to invest in education. However, this is not the case in Nigeria, where education receives only 6.3 percent of annual budget in year 2021 (Ahmodu, Egbewole & Salaam, 2022). Obi and Onyewuchi (2019) revealed in their study, underfunding of Federal polytechnics in Nigeria and perceived impacts on administration. A quantitative research methodology was adopted to examine the Federal Polytechnic, Oko as a case study. The study revealed that polytechnic administrators at Oko require training on securing alternative resources. The study also identified administrative practices that help federal personnel, on broader scale, to function in an environment of financial uncertainty. Ojo (2011) revealed in the study Influence of Funding and Funding Utilization and Student Academic Performance in Public Universities in Nigeria. The survey adopted was selected through stratified sampling technique from three geo-political zones, namely South-West, North-Central and North-West. The study participants comprised key university administrator including Bursars, Directors of Academic Planning and Director of Students' Affairs of selected universities. Funding utilization in public universities on academic related matters had a positive but not significance relationship with students' academic performance; direct and indirect academic expenses and library as well as Information and Communication Technology (ICT) development expenses have direct relationship on students' academic performance. The combination of the predictors explains 17.6% of the total variance observed in the students' academic performance. The students' enrolment in public universities had significant negative relationship



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

with their students' academic performance (Ojo, 2011). Dairo (2014) revealed that the amount of fund allocated to the higher education institutions yearly was not commensurate with the enrolment rate; there was no significant difference between class-size of Ibadan Polytechnic and that recommended by NBTE policy. Result also revealed that the manpower development undertaken through the institutions funds was either infinitesimal on nonexistent. Ugwumba (2019) revealed that commercial ventures, alumni fees and rates constituted the major sources of internally generated revenue to the Polytechnic. The money generated helped in the maintenance of facilities and purchase of fuel to power the generating plants of the polytechnic. It was also revealed that internally generated revenue of the polytechnic has not been fully developed to provide at least 10% of the fund required for the smooth running of the Polytechnic as advised by the government that every tertiary institution in the country should generate at least 15% of the fund required to run the School.

OyetaKin and Yahya (2017) revealed that there was negative and significant relationship between internally generated revenue and amount spent on infrastructural development ( $r = 0.38, P < 0.05$ ). Ofoegbu and Alonge (2016) revealed that there was a significant relationship between internally generated resources and the management and development of universities in southern Nigeria. The study investigated only on indicator of funding. Therefore, there is need to consider other indicators of funding alongside training and job security as determinants of lecturers' productivity in polytechnics. Obi & Obi (2014) revealed that though a positive relationship subsists between education expenditure and economic growth, but a long run relationship does not exist over the period under study. The study observed that this puzzle is attributable to labour market distortions, redundancy of the work-force, industrial dispute and job discontinuities as well as leakages in the Nigerian society such as brain drain among others. In conclusion, the above study has shown that educational sector has not been productive as expected. This is evidenced by the poor quality of graduates and high rates of drop-outs.

Azi (2017) revealed that there is serious inadequate funding to universities. This affected the provision of academic staff offices, lecture halls for students, recruitment of appropriate lecturers and adequate ratio of teaching to non-teaching staff. This impacted negatively on the performance and productivity of various groups at the universities. The study did not consider other sources of funding that affect productivity of lecturers. Therefore, this study is intended to fill the identified gap by conducting the study in polytechnics. It appears that the effect of poor funding on quality of education in Nigeria is worrisome and this might have affected the quality of graduates produced by higher institutions in the country. According to Okebukola (2003), the over enrolment of poor quality students into satellite campuses and remedial programmes



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

primarily to generate revenue from tuition fees may be linked to gross inadequacy of funding. In spite of the identification of funding as a key factor of meaningful management of education sector, most African countries including Nigeria have surprisingly not given significant attention to funding of education in the region.

### **Statement of the Problem**

In public polytechnics across the South West, Nigeria, lecturer productivity is critical to the delivery of quality technical education. However, inadequate and inconsistent funding remains a persistent challenge, affecting essential aspects such as research opportunities, teaching resources, staff training, and conducive working environments. These funding gaps may hinder lecturers' ability to deliver effectively, engage in innovative practices, and contribute to institutional development. Despite policy efforts to improve tertiary education financing, there is limited empirical evidence on how funding levels influence lecturer productivity in this region. The gap necessitates a focused investigation to understand the extent and nature of the relationship between funding and lecturers productivity in public polytechnics in South West, Nigeria.

### **Objectives of the Resaerch**

The objectives of the study were to:

1. determine the level of lecturer productivity in South West, Nigeria; and
2. examine the extent of adequate of funding in public polytechnics in South West, Nigeria.

### **Research Questions**

The following research questions were answered to guide the study:

1. What is the level of lecturer productivity in public polytechnics in South West Nigeria?
2. To what extent is fundi.ng adequate in public polytechnics in South West, Nig.ria?

### **Methodology**

This study adopted descriptive research design. The population of this study comprised the entire seventeen (17) public polytechnics in the six states in South West, Nigeria. The States are Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. A total of ten (10) polytechnics were made up the sample size. The study adopted the use of purposive sampling technique and proportional to size was used to select ten Bursars and Nine hundred and twenty three (923) lecturers as respondents for this study. In the first stage, four (4) states: Lagos, Ondo, Ogun, and Osun representing sixty percent (60%) of the six (6) states in South West Nigeria was selected for the study. Apart from sixty percent (60%) representation, the four states also have federal and state polytechnics. In the second stage, the four federal polytechnics were enumerated and non-proportional to size sampling technique was used to select six out of the eight polytechnics in the states, that is, two (2) polytechnics each were chosen from Lagos and Ondo states while three (3) polytechnics each were chosen from Ogun and Osun states. In the third stage, proportionate sampling technique



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

was used to select seventeen percent (17%) of lecturers in the ten (10) polytechnics were used for data collection. Two research instruments were constructed for this study. The first instrument is a structured adapted questionnaire for lecturers titled ‘Lecturers Questionnaire on on Productivity’. The second instrument is a questionnaire for Bursar titled “Bursar’s Questionnaire on Funding of Polytechnic”. The data obtained from the field were analysed using descriptive statistics of frequency counts, simple percentages, mean and standard deviation for respondents’ demographic data and the research questions section of the instruments. The mean score of 2.5 was regarded as low and less true of the respondents while mean score above 2.5 was regarded as moderate and high.

### Presentation of Results

The study investigated funding and productivity of lecturers in public Polytechnics in South West Nigeria. This aspect presents the results of findings. The research questions were answered with descriptive statistics of frequency count distribution, mean score and standard deviation.

#### Level of lecturer productivity in public polytechnics as Rated by Lecturers

Items	VH	H	M	NH	Mean	S.D
<b>Teaching</b>						
Attendance of lectures as and when due	307 (63.7)	109 (22.6)	33 (6.8)	33 (6.8)	3.43	0.891
Teaching in line with the content of the lecture plan	204 (42.3)	179 (37.1)	66 (13.7)	33 (6.8)	3.15	0.902
Teaching with appropriate teaching aids and/or device	234 (48.5)	149 (30.9)	33 (6.8)	66 (13.7)	3.14	0.841
Interest of students during lectures	209 (43.4)	174 (36.1)	66 (13.7)	33 (6.8)	3.16	0.906
Students are allowed to ask questions during and after lectures on the topic delivered	136 (28.2)	247 (51.2)	66 (13.7)	33 (6.8)	3.01	0.833
Students participation in lectures	203 (42.1)	170 (35.3)	76 (15.8)	33 (6.8)	3.13	0.916
Given attention to students during consultation time	20 (4.1)	120 (24.9)	182 (37.8)	160 (33.2)	2.00	0.865
Time allocated to teach course is inadequate to cover the syllabus.	40 (8.3)	100 (20.7)	189 (39.2)	153 (31.7)	2.06	0.925
Lecturers do extra teaching if it is necessary	170 (35.3)	117 (24.3)	119 (24.7)	76 (15.8)	2.79	0.901
Lecturers cover syllabus on the course(s) assigned to them before the commencement of end of semester examinations	150 (31.1)	200 (41.5)	66 (13.7)	66 (13.7)	2.90	0.994
<b>AM= 2.68</b>						
<b>Project Supervision</b>						
Students assigned to me for project supervision are given adequate attention.	300 (62.2)	73 (15.1)	76 (15.8)	33 (6.8)	3.33	0.974
My supervisees are allowed to consult me anytime they see me in office.	223 (46.3)	160 (33.2)	33 (6.8)	66 (13.7)	3.12	0.921
I am always available to attend to my supervisees.	94 (19.5)	182 (37.8)	173 (35.9)	33 (6.8)	2.70	0.860
My supervisees are given priority over my secondary assignment.	20 (4.1)	180 (37.3)	216 (44.8)	66 (13.7)	2.32	0.759



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*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

I motivate my students to devote time to their study.	138 (28.6)	212 (44.0)	99 (20.5)	33 (6.8)	2.94	0.874
I help my supervisees to publish their work.	30 (6.2)	163 (33.8)	269 (55.8)	20 (4.1)	2.42	0.672
I establish benchmarks to be achieved by my supervisees without delay,	201 (41.7)	172 (35.7)	66 (13.7)	43 (8.9)	3.10	0.950
Average Mean=2.85						
<b>Community Service</b>						
As a member of staff of this Polytechnic, I participate in community service	127 (26.3)	195 (27.1)	63 (13.1)	97 (20.1)	2.73	0.903
I have participated in community improvement programmes as a member of this Polytechnic.	30 (6.2)	246 (51.0)	96 (19.9)	110 (22.8)	2.41	0.908
I am involved in offering training substitution and mobilization services to communities.	30 (6.2)	146 (30.3)	229 (47.5)	77 (16.0)	2.27	0.801
I am involved in promoting the civic duties of the community.	93 (19.3)	162 (33.6)	73 (15.1)	154 (32.0)	2.40	0.852
I am involved in collaboration with community for useful services.	73 (15.1)	202 (41.9)	96 (19.9)	111 (23.0)	2.49	0.832
As a member of staff I am involved in training the youth in community activities.	50 (10.4)	106 (22.0)	150 (31.1)	176 (36.5)	2.06	0.999

**Average Mean = 2.34**

**Grand Mean=2.63**

**Note: Percentages in parentheses: Not High= 0-2.4; Moderate =2.5-3.0; High=3.1- 3.4; Very High=3.5 - 5.0**

Based on research question one, lecturer productivity in public polytechnics in South West, Nigeria as rated by lecturers, this was revealed under three indicators, and these are teaching, community service and project supervision. The average mean of teaching as an indicator of level of lecturer productivity in public polytechnics was given as 2.68, which implies that the respondents submitted it was moderate. On project supervision: The average mean of community service as an indicator of level of lecturer productivity in public polytechnics was given as 2.34, which implies that the respondents submitted that community service was not high in public polytechnics in Southwestern Nigeria.

The result showed that lecturer attitude to students and their assistance in publishing the supervisees' project was low.

**Level of Lecturer Productivity in Public Polytechnics as Reflected in Research and Publication**

RESEARCH ACTIVITIES	No of Publications				
	0	1 – 3	4 – 6	7 – 9	Above 10
Articles published within a year.	10 (2.1)	386 (80.1)	86 (17.8)	– (0.0)	– (0.0)
Group research work carried out with other lecturers within the department.	30 (6.2)	309 (64.1)	110 (22.9)	33 (6.8)	– (0.0)
Research done with other members of academic staff within the faculty.	146 (30.3)	303 (62.9)	33 (6.8)	– (0.0)	– (0.0)



*Influence of Funding on Lecturers Productivity in... Ayeeni, A. O., Et. al. (2025)*

Research conducted and published with other members of academic staff within the polytechnic.	126 (26.1)	257 (53.4)	99 (20.5)	– (0.0)	– (0.0)
Research carried out with lecturers from other institutions.	54 (11.2)	275 (57.1)	43 (8.9)	110 (22.8)	– (0.0)
Papers published in local journals.	50 (10.4)	279 (57.9)	120 (24.9)	33 (6.8)	– (0.0)
Articles published in international journals.	126 (26.1)	160 (33.2)	142 (29.6)	44 (9.1)	10 (2.1)
Textbooks authored.	289 (60.0)	193 (40.0)	– (0.0)	– (0.0)	– (0.0)
Local books authored.	296 (61.4)	186 (38.6)	– (0.0)	– (0.0)	– (0.0)
Foreign books authored.	482 (100.0)	– (0.0)	– (0.0)	– (0.0)	– (0.0)
Conference papers Published	128 (26.6)	100 (20.7)	118 (24.5)	90 (18.7)	46 (9.5)
Books reviewed.	406 (84.2)	76 (15.8)	– (0.0)	– (0.0)	– (0.0)
Chapters in books Published	363 (75.3)	119 (24.7)	– (0.0)	– (0.0)	– (0.0)

moreover, the level of lecturer productivity in public polytechnics as reflected in research and publication of the lecturers. Ten (10) representing 2.1% of 482 lecturers did not published any article within a year, three hundred and eighty-six (386) representing 80.1% published 1-3 articles within a year, while eighty-six (86) representing 17.8% of the lecturers published 4-6 articles within a year. Thirty (30) representing 6.2% of 482 lecturers did not publish in group research within the department, three hundred and nine (309) representing 64.1% published 1-3 articles within a year, one hundred and ten (110) representing 22.9% of the lecturers published 4-6, while thirty-three (33) representing 6.8% of the lecturers published 7-9 published in group research work carried out with other lecturers within the department. One hundred and forty-six (146) representing 30.3% of 482 lecturers did not publish any article with colleagues in the faculty, three hundred and three (303) representing 62.9% published 1-3 articles within a year, while ninety-nine (99) representing 20.5% of the lecturers published 4-6 Research done with other members of academic staff within the faculty. One hundred and twenty-six (126) representing 26.1% of 482 lecturers did not publish with other members of academic staff within the faculty, two hundred and fifty-seven (257) representing 53.4% published 1-3 articles within a year, while ninety-nine (99) representing 20.5% of the lecturers published 4-6 in papers with other members of academic staff within the polytechnic. Fifty-four (54) representing 11.2% of 482 lecturers did not carry out research lecturers from other institutions, two hundred and seventy-five (275) representing 57.1% published 1-3 articles within a year, forty-three (43) representing 22.9% of the lecturers published 4-6, while one hundred and ten (110) representing 22.8% of the lecturers published 7-9 conducted research with lecturers from other institutions.



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

Fifty (50) representing 10.4% of 482 lecturers did not publish papers in local journal, two hundred and seventy-nine (279) representing 57.9% published 1-3 articles, one hundred and twenty (120) representing 24.9% of the lecturers published 4-6, while thirty-three (33) representing 6.8% of the lecturers published 7-9 papers in local journals. One hundred and twenty-six (126) representing 26.1% of 482 lecturers did not publish papers in international journal, one hundred and sixty (160) representing 33.2% published 1-3 articles, one hundred and forty-two (142) representing 29.6% of the lecturers published 4-6, while forty-four (44) representing 6.8% of the lecturers published 7-9 papers in international journals. Two hundred and eighty-nine (289) representing 60.0% of 482 lecturers did not publish in textbook authorised, one hundred and ninety-three (193) representing 40.0% published 1-3 in textbook authored Two hundred and ninety-six (296) representing 61.4% of 482 lecturers did not publish local books authored, one hundred and eighty-six (186) representing 38.6% published 1-3 in local books authored. Four hundred and eighty-two (482) representing (100.0%) of 482 lecturers did not author foreign books.

One hundred and twenty-eight (128) representing 26.6% of 482 lecturers did not publish conference papers, one hundred (100) representing 20.7% reviewed 1-3 books, one hundred and eighteen (118) representing 24.5% of the lecturers reviewed 4-6 books, ninety (90) representing 18.7% of the lecturers reviewed 7-9 books, while ten (10) representing 2.1% of the lecturers reviewed books. Three hundred and sixty-three (363) representing 75.3% of 482 lecturers did not have chapters in book, while one hundred and nineteen (119) representing 24.7% of lecturers have 1-3 chapters in books.

**Extent of Fund Adequacy in Public Polytechnics in South West, Nigeria**

Items	VHE	HE	LE	NE	Mean	S.D
<b>Subvention</b>						
The polytechnic relies on budgetary allocations from government to run its affair	2 (50.0)	2 (50.0)	– (0.0)	– (0.0)	3.50	0.577
Budgetary allocations to this polytechnic are adequate to cater for welfare of lecturers.	1 (25.0)	– (0.0)	2 (50.0)	1 (25.0)	2.25	0.528
Budgetary allocations are equally distributed among the lecturers in terms of salaries and fringe benefits.	1 (25.0)	1 (25.0)	1 (25.0)	– (0.0)	2.75	0.957



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*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

Budgetary allocations are approved as requested to provide infrastructural facilities for lecturers and other members of staff in the polytechnic.	– (0.0)	3 (75.0)	1 (25.0)	– (0.0)	2.75	0.500
Budgetary allocations are implemented as approved by the government for the polytechnic.	– (0.0)	3 (75.0)	1 (25.0)	– (0.0)	2.75	0.500
<b>AM =2.8</b>						
<b>Sources of IGR</b>						
Recurrent grants from NBTE/State Government (Main, Research Library)	– (0.0)	1 (25.0)	– (0.0)	3 (75.0)	1.50	0.841
Research Grants	1 (25.0)	1 (25.0)	2 (50.0)	– (0.0)	2.75	0.957
Student fees	2 (50.0)	1 (25.0)	– (0.0)	1 (25.0)	3.00	0.414
Investment income	– (0.0)	– (0.0)	1 (25.0)	3 (75.0)	1.25	0.500
Gifts (Endowment and donation)	– (0.0)	– (0.0)	2 (50.0)	2 (50.0)	1.50	0.577
Other incomes	– (0.0)	1 (25.0)	1 (25.0)	2 (50.0)	1.75	0.957
<b>AM=1.96</b>						
<b>Uses of IGR</b>						
Recurrent grant from NBTE	– (0.0)	– (0.0)	1 (25.0)	3 (75.0)	1.25	0.500
Research Grants	2 (50.0)	– (0.0)	2 (50.0)	– (0.0)	3.00	0.841
Recurrent grant from Federal/State Government	3 (75.0)	– (0.0)	– (0.0)	1 (25.0)	3.25	0.612
Student fees	2 (50.0)	1 (25.0)	– (0.0)	1 (25.0)	3.00	0.414
Investment income	– (0.0)	– (0.0)	2 (50.0)	2 (50.0)	1.50	0.577
Gifts (Endowment and donations)	– (0.0)	– (0.0)	3 (75.0)	1 (25.0)	1.75	0.500
External Grants	1 (25.0)	– (0.0)	2 (50.0)	1 (25.0)	2.25	0.582
Other incomes	– (0.0)	1 (25.0)	2 (50.0)	1 (25.0)	2.00	0.816
<b>Average Mean=2.25</b>						



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

**Extent of**

**Payment of**

**Fringe Benefit**

Large scale commercial farming and animal breeding.	– (0.0)	1 (25.0)	2 (50.0)	1 (25.0)	2.00	0.816
Agriculture and food processing Bakeries	– (0.0)	– (0.0)	2 (50.0)	2 (50.0)	1.50	0.577
Bookshops	– (0.0)	– (0.0)	2 (50.0)	2 (50.0)	1.50	0.577
Guest houses	– (0.0)	– (0.0)	2 (50.0)	2 (50.0)	1.50	0.577
Hotels	– (0.0)	– (0.0)	1 (25.0)	3 (75.0)	1.25	0.500

**Average Mean = 1.54**

**Grand Mean=2.14**

**Note: Percentages in parentheses**

Key: VHE= Very High Extent; He=High Extent; LE= Low Extent; NE= No Extent

Note: Mean response ranges from Note: No Extent= 0 -2.4; Low Extent =2.5-3.0;

High Extent=3.1- 3.4; Very High Extent=3.5 - 5.0

RQ 2: To what extent is funding adequate in public polytechnics in Southwestern Nigeria? Based on research question two, extent of fund adequacy in public polytechnics in Southwestern Nigeria as rated by bursars, this was revealed under four indicators, and these are subvention, sources of Internally Generated Revenue (IGR), uses of Internally Generated Revenue (IGR), payment of fringe benefit. On the subvention, the average mean of subvention as an indicator of funding in public polytechnics was given as 2.80, which implies that the respondents submitted that the extent of fund adequacy in federal polytechnics was low extent. On the sources of IGR, the following were revealed: Recurrent grant from NBTE ( $\bar{x}$ =1.50); Research Grants ( $\bar{x}$ =2.75); Student fees ( $\bar{x}$ =3.00); Investment income ( $\bar{x}$ =1.25); Gifts (Endowment and donation) ( $\bar{x}$ =1.50). Other incomes ( $\bar{x}$ =1.75). The average mean of sources of IGR as an indicator of funding in public polytechnics was given as 1.96, which implies that the respondents submitted that there was no extent adequacy in the adequacy of fund in federal polytechnics in Southwestern Nigeria. On the uses of IGR, the following were revealed: Recurrent grants from NBTE/State Government (Main, Research Library) ( $\bar{x}$ =1.25); Research Grants ( $\bar{x}$ =3.00); Recurrent grant from Federal/State Government ( $\bar{x}$ =3.25); Student fees ( $\bar{x}$ =3.00); On the extent of payment of fringe benefits, the average mean of sources of IGR as an indicator of funding in public polytechnics was given as 1.54, which implies that the respondents submitted that there was no extent in the payment of fringe benefits to lecturers in public polytechnics in Southwestern



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

Nigeria. On the extent of payment of fringe benefits, the average mean of sources of IGR as an indicator of funding in public polytechnics was given as 1.78, which implies that the respondents submitted that there was no extent.

### **Discussion of Research Questions Findings**

#### **Lecturer productivity in public polytechnics in Southwestern Nigeria**

The finding of this study was in line with the report of the previous studies of Halilu and Wilson (2018) on productivity of academic staff in polytechnics in North West Geo- Political Zone in Nigeria that productivity of lecturers was low. Also, this finding corroborates the findings of Abba, Anumaka and Gaito (2016) on leadership practices and productivity of academic staff in polytechnics in Nigeria. The results of the findings showed that the two leadership practices explained 3.8% of the variation in lecturer productivity.

#### **Extent of funding Adequate in Public Polytechnics in Southwestern Nigeria**

The finding of this study corroborates the submission of Obi and Onyewuchi (2019) in their study, underfunding of federal polytechnics in Nigeria and perceived impact on administration. Based on their findings, the budgetary allocation to education in Nigeria was low (0.8%) when compared with other countries in Africa. Also the finding of this study supports the finding of Ojo (2011) as revealed in the study, influence of funding and funding utilization and students' academic performance in public universities in Nigeria. The study revealed that the mode of funding Nigeria's public universities like other tertiary institution (such as polytechnics and others) were majorly through government allocation (80%), while IGR and others accounted for 20%. The result of this study was also in line with the finding of Ugwumba (2019) who investigated into identification of sources and utilisation of IGR by Nigerian polytechnics. The result revealed that commercial ventures, alumni fees and rates constituted the major sources of IGR to the polytechnics; although, IGR as the alternative sources of IGR was low in this study. Also the finding of this study was against the findings of Oyetakin and Yahya (2017) who investigated analysis of Internally Generated Revenue (IGR) and infrastructural development in public tertiary institutions in Ondo State. The finding of this study supports the finding of Ofoegbu and Alonge (2016) which revealed that commercial venture were among the main sources of IGR while money generated from these businesses was used to cater for welfare of staff and maintenance of campus facilities. Also, the finding of this study was in supports of the finding of Obi and Obi (2014) who revealed that poor budgetary allocation had resulted into labour market distortions, redundancy of the workforce, industrial dispute and job discontinuity which arose of brain drain as well as poor quality of graduates and high rate of drop-outs. The finding of this study also supported the finding of Azi (2017) that there is gross inadequate funding of higher institutions and this affect provision of offices for the staff, lecture halls for students and employment of more lecturers.



*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

## **Conclusion**

The fund allocated to public polytechnics in Southwestern Nigeria was inadequate based on the results of the findings, apart from the budgetary allocation to public polytechnic polytechnics that was low and Internally Generated Revenue (IGR) by these polytechnics was also not adequate. This inadequate funding had resulted to low productivity of lecturers in the public polytechnics in Southwestern Nigeria. Despite the fact that Tertiary Education Trust Fund (TETFund) has been the major agency that is catering for the needs of the public polytechnics in Nigeria, however, it was evidenced in this research that government and other stakeholders in education sector and other sectors of the Nigerian economy have not been giving proper attention required to polytechnic education in Nigeria at large. Looking at our Higer Education Institutions in Nigeria, one would notice that majority of buildings and other infrastructure apart from road network are provided by TETFund including staff development.

## **Recommendations**

Based on the findings of the study, the following recommendations are made: Governments at federal and state levels should increase the budgetary allocations/subventions to public polytechnics in Southwestern Nigeria. Similarly, management of public polytechnics should endeavour to increase sources of the internally generated revenue (IGR) of public polytechnics. State governments should support the TETFund in providing basic infrastructural facilities to their own and financed polytechnics. Emphasis should not be on payment of salaries and other allowances alone. State government should priortise polytechnic education by given special attention to their finances in the annual budgets. Research grants should be given to lecturers in public polytechnics, in order for them to be more productive in the area of teaching and research.

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*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

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*Influence of Funding on Lecturers Productivity in... Ayeni, A. O., Et. al. (2025)*

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