

Institutional Variables as Antecedents of Academic Staff Teaching, Research Productivity and Community Service in Universities

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Abstract

This study was conducted to investigate the degree to which institutional variables such as: institutional location, ownership and leadership influence the job performance of academic staff across three dimensions: teaching, research productivity and community service. This ex-post facto study by design, tested three hypotheses. A total of 449 academic, randomly drawn from three (one private and two public) universities in Cross River State, Nigeria, participated in the study. Three sets of questionnaires were used for data collection after due validity and reliability tests. They included the “Institutional Variables Questionnaire (IVQ)”, the “Research Productivity and Community Service Questionnaire (RPCSQ)”, and the “Staff Instructional Delivery Questionnaire (SIDQ).” Collected data were analysed using the independent sample t-test, one-way analysis of variance (ANOVA) and simple linear analysis. Findings indicated that institutional location significantly impacts university academic staff across multiple dimensions—teaching, research, and community service—with urban institutions consistently demonstrating higher scores than their rural counterparts. There was a significant influence of institutional ownership on research productivity unlike teaching and community service. Federal institutions exhibited higher research productivity than both state and private universities. Institutional leadership significantly influenced research productivity and community service engagement, but not in the dimension of teaching among the academic staff. This study underscores the need for a holistic approach to enhancing academic staff performance. It emphasizes the importance of strategic resource allocation, collaborative endeavours, and strong leadership to create an environment where teaching, research, and community service thrive.

Keywords: Academic staff, institutional leadership, school location, institutional ownership, job performance