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Institutional Improvement and Lecturers' Job Productivity in Colleges of Education, Nigeria

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Abstract. The challenge of lecturers' job productivity in Nigerian colleges of education has caught the attention of researchers and educational planners, not only in Nigeria but also on other continents worldwide. This study examined the relationship between institutional improvement and job productivity of lecturers in colleges of education in one state in Nigeria. The study adopted a descriptive, correlational survey design, with the population comprising three purposively sampled colleges of education. Of the three colleges used, 269 lecturers were selected through a stratified sampling technique. The instruments for data collection were titled "Institutional Improvement Questionnaire" (IMQ) and "Lecturers' Job Productivity Questionnaire" (LJQ). The instruments were subjected to reliability and validity tests, yielding reliability coefficients of 0.79 and 0.76 for both instruments, respectively, and were adjudged reliable and valid for the study. Descriptive statistics of mean and standard deviation, as well as inferential statistics of Pearson product-moment correlation, were used to analyse data. The study found a significant positive relationship between institutional improvement and lecturers' job productivity, with a high level of school quality control in the colleges of education. The study recommended that colleges of education management in Nigeria should not relent in sustaining school quality control and ensuring that lecturers are not overburdened with workload.

Keywords: *Advancement in technology; Institutional Improvement; Lecturers' job productivity; Reduction in workload; School quality control,*

1. Introduction and background

All organisations, including schools, are regarded as formal systems in which various resources interact to ensure the realisation of their stated goals. The management of any given organisation uses all within the legally established capacities (intellect, skills, capital, resources, to mention a few) to ensure that all human elements within the organisation are highly motivated, so as to lead to maximum productivity. This opinion is also supported by Klimkiewicz (2023), who stated that Human capital (HC), together with social and organisational capital, builds intellectual capital. HC refers to the specific knowledge, skills, and ability to develop and innovate processes by people in an organization. Achievement of the stated goal in an efficient and effective manner is also

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related to a tertiary institution where the primary objective is to produce competent and qualified graduates in different walks of life who will use their talents and skills to contribute meaningfully and immeasurably towards the societal improvement. Nigeria, as the other nations in the world, gives priority to teacher education by establishing colleges of education throughout the country where teachers are trained professionally in different areas of specializations. In the realization of colleges' goal as stated above, academic and non-academic staff are employed to transform the abstract goal into a realizable one. The management, as well as the representatives of the government or proprietorship, depending on the ownership, pilots the affairs of colleges through their administrative skills so that the already established aim is not jeopardized. This is corroborated by Chattopadhyay (2023) who stated that management of any given institution takes an active role and logical steps in ensuring that the mission and vision of the institution are clearly stated, and the daily affairs of pursuing the determined goal are not jettisoned. This can be achieved if all the members of staff, generally and particularly the academic staff, competently and professionally discharge their roles.

Lecturers, who are regarded as the coordinators and users of all other resources available in a school are saddled with the responsibility of imparting meaningful knowledge and skills into the lives of the students on whose shoulders the future of a country lies. Through lecturers' tremendous efforts, students are expected to return to the society in a reformed, refined and knowledgeable manner which will assist the students to be useful to themselves and the society as a whole. However, lecturers' job productivity in colleges of education is questionable and challengeable nowadays in Nigeria as the productivity is low beyond imagination as being expressed by the educational stakeholders such as educational researchers, government and policy formulators. For instance, Ayankola and Busari (2024) said that it is very unfortunate that recently, the productivity of academic staff in many institutions in Nigeria is declining because lecturers show a low level of productivity, ranging from inadequacy of educational and other resources that can facilitate the expected productivity in their schools. In fact, Fayomi *et al.* (2019) lamented that family issues, financial challenges, inadequacy of research skills and competencies, lack of motivation from employers, brain drain, insufficient training, many administrative responsibilities, mentoring challenges, inadequate time to carry out research, funding, infrastructural inadequacy, amongst others are the problems confronting Nigerian Academics in their professional and personal development. As a result of the low productivity, the stated goal of the educational institution will continue to be in tatters if necessary actions are not urgently taken.

Institutional improvement can be viewed as the ability of a particular institution to make the institution a better place for lecturers to discharge their responsibilities in terms of advancement in technology, school quality control and reduction of workload. It is the totality of efforts made by the school management towards making their institutions more conducive and captivating for members of staff to deliver their responsibilities in a satisfactory manner so that learning outcomes are achieved in an effective and efficient way. According to Tran (2017), institutional improvement focuses on the determination of the school management to strengthen practices and enhance capacity so that there would be improvement on students' learning outcomes. School management always makes sure that the welfare and needs of their staff are catered for in a satisfactory manner so that they would be able to carry out their services under good conditions. If this administrative function of the management is lacking in a given institution, lecturers' productivity may be of low standard. Looking at it from this angle, this work established the relationship between institutional improvement and lecturers' job productivity in Oyo State.

1.1 Statement of the Problem

The challenge of lecturers' job productivity in Nigerian colleges of education today has caught the attention of researchers and educational planners, not only in Nigeria but also in other continents in the world. Some lecturers are unable to discharge their primary assignments as expected of them, while the teaching outcomes of some is nothing to write home about concerning students' performance, amongst others. The challenge may not be unconnected with institutional improvement. There are many findings about the issue which indicate the productivity of lecturers is very low beyond imagination and which requires an urgent attention from all the concerned including the institutions. For example Udey (2020) examined a related work in another state in Nigeria. Furthermore, Kasimu etal (2024) investigated Work Environment and Performance of Staff in Nigerian Institutions. Finally, Ladipo etal (2022) carried out a study that focused on Research Productivity of Lecturers in Federal Universities in Nigeria: The Place of Institutional Factors. Despite all these academic research studies and the unspecified ones, there are still some areas yet to be covered by these studies, which give an opportunity for this current research to see the light of the day. Moreover, the reasons for unsatisfactory lecturers' productivity in education colleges in Oyo State are yet to be ascertained. For instance, some earlier identified researchers like Ladipo etal focused only on universities in Nigeria, neglecting colleges of education which are also tertiary institutions like universities; meanwhile, what is applicable in Nigerian universities may not be applicable in colleges of education as their goals differ in all aspects. In addition, most of the works were carried out in other states within the federation, while the area of focus of this current study is Oyo State, and finally, the sub-variables used in the earlier research are not the same as those in this current one, whose measures for the independent variable are advancement in technology, school quality control, and reduction of workload. It is based on this analysis that the study focused on institutional improvement and lecturers' job productivity in Oyo State, Nigeria.

1.2 Research Question

1. What is the level of institutional improvement in education colleges in Oyo State, Nigeria?

1.3 Hypotheses

Main Hypothesis

Ho: No relationship exists between institutional improvement and job productivity of lecturers in education colleges, Oyo State, Nigeria.

Operational Hypotheses

$H_0$1: No relationship exists between advancement in technology and job productivity of lecturers in education colleges, Oyo State, Nigeria

$H_0$2: No relationship exists between school quality control and job productivity of lecturers in education colleges, Oyo State, Nigeria.

$H_0$3: No relationship exists between reduction in workload and job productivity of lecturers in education colleges, Oyo State, Nigeria.

1.4 Significance of the Study

The outcome of this work would be beneficial to managers of colleges of education, lecturers, and the students. It is the conviction of the investigators that the findings of the study would be of immeasurable benefit to the school administrators of colleges of

education, as they will be enlightened to be more proactive in providing all that would make lecturers more productive in the school. Furthermore, it is the expectation of the researchers that the findings of the study would be of immense benefits to the lecturers as it would apprise them that the achievement of colleges of education's goal is the function of high productivity from the lecturers. Finally, it is also expected that the result of the study would sensitize the students who are regarded as the backbone of colleges of education to acquire knowledge and skills from the highly committed and productive lecturers.

2. Literature

2.1 **Institutional Improvement**

Institutional improvement as a concept has been seen, viewed, and defined by many scholars in different ways using different parameters as well as the research paradigm adopted by such scholars. Yaxing *et al.* (2024) define school improvement as the extent to which an institution achieves its established goals while addressing challenges that may impede its operations. Moreira *et al.* (2023) believed that the prevailing narrative sustains a competence-based approach in higher education, considering that quality education implies that teachers in this context must have personal, research, and pedagogical skills that enable them to perform their teaching function effectively. Furthermore, a key global goal, aimed at increasing student learning, enhancing teacher quality, and improving school effectiveness, is the ongoing effort to reform and improve education. Recent research has examined several strategies, from significant legislative changes to community-driven projects (Devi, 2025). From the analysis above, institutional improvement is one of the areas that defines the functionality and achievement level of a school administration. Top managers of schools are saddled with the responsibility of piloting the affairs of the school and other educational stakeholders. Particularly, they are financially inclined to evaluate their performance level to ensure schools' goals are not deviated from the established objectives. The concept would be measured and examined in the study using advancement in technology, school quality control and reduction of workload.

2.2 Advancement in Technology

The advent of technology has brought innovations and new developments into all human endeavours. Advancement in technology in all the social media gadgets influences all human endeavours, including the educational system (Mumba, 2023). Institutions of learning also are not deprived from enjoying these benefits as technology is now used in all managerial aspects including the teaching and learning process for the achievement of stated objectives. Advancement in technology would give not only the school staff an opportunity to share their knowledge with their counterparts, but will also enable them to tap from the professional expertise of the others within and outside their country. Also, it will assist the students in the teaching and learning processes. With the use of technology, lecturers who are custodians and disseminators of knowledge in schools have an access to the latest developments in their fields and this will assist them a lot while carrying out their official assignments. The school management provides all that it takes to make teaching processes suitable for lecturers to discharge their responsibilities to the school and the students at large.

2.3 School Quality Control

The achievement of quality education service delivery requires a thorough monitoring and supervision by the management or any designated officers. This is because the survival of any given country, technologically, morally, politically and socially depends

solely on the quality of its educational products. As a result of this, the government and other stakeholders always have a keen interest and actively get involved in all the processes of education including the provision of needed resources so that the country will develop technologically, socially, politically and morally and would be able to compete with other nations in the world. Planning, financing and equipping schools with necessary resources may be tantamount to failure if school quality control is not put in place. Medard & Mwila (2022) stated that school quality control focuses on systematic and continuous ways that ensure conditions are in order to achieve the set standards by a university or the strategy adopted through which an institution ensures that the standards and quality of its mandates are guaranteed and maintained. In another word, school quality control means the process of evaluating the outcome of educational products against the established goals. In summary, the goals of tertiary institutions may be jeopardized or be of low standard if quality control is neglected in the system.

2.4 Reduction of Workload

The achievement of qualitative and quantitative school objectives requires the employment of academic staff who implement curriculum inside and outside the classroom setting. Many times, there is a shortage of staff in some departments due to unavailability of people who have the technical knowhow or the required skills to carry out the job. It may also be due to natural occurrence like death, prolonged sickness, leave of absence amongst others experienced in such a department without any reasonable or fruitless efforts by the management for replacement. At times, there may be financial challenge which may not give opportunities to employ staff at the right time. If any of these happen, additional work would be allocated to the existing staff which may make him/her ineffective and inefficient. Modern empirical evidence indicates that strategic workload optimization and work-life balance initiatives are vital components of modern workforce planning, directly reducing talent turnover by up to 68%. (Ansh & Shailja, 2025). Lecturers' job productivity is a function of many institutional variables, including reduction of workload, because a highly overloaded lecturer would not be satisfied mentally, psychologically and socially and this will reduce drastically the quality of his/her output.

2.5 Lecturers' Job Productivity

The quality of an educational institution can be examined through the quality of its graduates. One important factor which contributes to quality of output in tertiary institutions all over the world is the lecturer that is saddled with the responsibility of ensuring that students produced by the school are competent enough to be sent back to the society where they originally came from, through demonstration of good mastery of the subject matter, punctuality in the classroom, good classroom control technique, effective utilization of instructional materials, effective communication amongst others. Educational system cannot exceed the quality of its educators because highly qualified lecturers are the primary drivers of students' success (Lopez-Martin etal, 2024). Lecturers' job productivity has got the attention of educational stakeholders recently as they believe it is the backbone of successful administration in higher institutions of learning. Lecturers' job productivity does not only benefit the school community in terms of achieving the stated goals and producing highly qualified students to the society, but also to the advancement in career of such lecturers. Job productivity has been measured using different parameters by researchers. For instance, Simisaye (2017) used well qualified students, high efficiency, effective performance output, well-researched work amongst others as measures of lecturers' job productivity.

3. Theoretical framework

This study 'institutional improvement and lecturers' job productivity' adopted system theory as the framework throughout the study. Systems theory focuses on the interrelationships among units and departments within a given formal setting. This means, the failure of one unit will negatively affect the other units within the system and hence, the overall goal would be in jeopardy. Likewise, the success of one unit determines the success of the other units and this will be felt on the overall objectives of the organization. Every system relies on inputs (resources brought into the institution), processes (the internal operations of the colleges like institutional improvement, management style, curriculum execution) and outputs (the end results of the system's activities such as lecturers' job productivity). Lai & Lin (2017) propounded that system theory places dual emphasis on interdependence and interrelationships of organisations among the elements within the organisation and the relationships between the organisation and the environment. Generally, this theory is applicable to schools like colleges of education because colleges of education do not operate in a vacuum. A lecturer's productivity cannot be separated from the functionality of the institution as a whole. If the college management fails to improve the inputs (advancement in technology, school quality control and reduction of workload), the output (lecturers' capability to deliver competently and professionally) will naturally deteriorate. Therefore, systems theory serves as a guide to show that institutional improvement acts as a vital process modification that directly yields enhanced productivity from the academic staff.

4. Research design and methods

4.1 Research Methods

This study adopted a descriptive survey with a correlational design because it adopted a positivist paradigm throughout. Based on this, quantitative data were collected from the respondents using a questionnaire; the data were later sifted, scrutinised, and analysed quantitatively. Furthermore, the design was believed to be the best for the study because it explored the relationship between the independent variable (institutional improvement) and its sub-variables: advancement in technology, school quality control and reduction of workload and the dependent variable (lecturers' job productivity).

4.2 Population, Sample and Sampling Technique

All the lecturers in education colleges, Oyo State, Nigeria formed the population of this study. Three of the education colleges were purposively selected based on ownership. This means one Private, one state, and one federal college were selected. A stratified sampling technique was used to select 45, 89, and 135 lecturers, respectively, from each of the colleges in Oyo State, Nigeria. Purposive sampling was deemed the best for selecting colleges because only colleges with at least 20 years of teaching and research experience were considered, based on ownership.

4.3 Instrumentation

Data were obtained with the use of a self-designed instrument by the researchers titled 'Institutional Improvement Questionnaire' (IMQ) and 'Lecturers' Job Productivity Questionnaire' (LJQ). The main constructs of institutional improvement and lecturers' job productivity were used to develop and raise items for the instrument, which was rated on a 4-point Likert-type scale. Moreover, data were collected from the participants (lecturers from institutions owned by the Federal and the State government and private

colleges of education, Oyo State, Nigeria) through the validated instruments. 2.5 was set as the criterion mean for both instruments and this indicates that any item that was found to have the same or higher mean score with the set criterion, such an item was considered to be accepted, while any item whose value was below the set criterion mean value was rejected.

4.4 Psychometrics of the Instruments

Validity of the instruments was determined using face and content validity. Three experts in the Department of Educational Management, Planning, Supervision and Economics of Education at Akdeniz University, Antalya, Turkey, were given the instruments to assess validity. In addition, a test construction and Measurement expert from the same University was given the instruments for vetting, evaluation, checking, and perusal, and their professional suggestions, expertise, and opinions concerning the improvement of the instruments were incorporated to ensure the instruments were valid for use in the study. Furthermore, Cronbach's alpha was used to assess the instruments' internal consistency. This was carried out by giving the same instruments to 30 participants who were originally not part of the sample but who possess the same characteristics with the population (lecturers in education colleges, Oyo State) of the study. Using SPSS, the participants' responses were subjected to analysis and the coefficients obtained after the analysis were 0.79 and 0.76 respectively for both IIQ and LJPQ and these were believed to be in line with scholars' opinions that say 0.70 is enough for an instrument to be reliable.

4.5 Data Analysis Technique

The research questions raised in this study were answered using descriptive statistics (mean and standard deviation), while inferential statistics (Pearson product-moment correlation) were used to test the formulated hypotheses at the 0.05 significance level. The tool used for the study's analysis is the Statistical Package for the Social Sciences (SPSS) version 29. This statistical analysis was adopted because the study intended to investigate a relationship occurring between the two variables (Institutional Improvement) and (Lecturers' Productivity).

5. Findings

To answer this research question, the collected data were sifted, collated, and analysed, yielding the following results, as shown in Table 1.

5.1 Findings from research question 1

1. What is the level of institutional improvement in education colleges in Oyo State, Nigeria?

To answer this research question, the collected data were sifted, collated, and analysed, yielding the following results, as shown in Table 1.

Table 1:
Institutional Improvement

Subject	N	X	Rank
Advancement in Technology	269	2.69	2nd
School Quality Control	269	2.72	1st
Reduction of Workload	269	2.58	3rd
Grand Mean		2.66	

Source: Fieldwork, 2025

Key

$\overline{X}$

1.00 -1.59 Low
1.60 -2.59 Average
2.60 - 5.00 High

The critical examination of the table above showed the mean scores for each institutional improvement construct, as well as the grand mean. Based on the information above, the grand mean of the institutional improvement measures is 2.37. In addition, advancement in technology has 2.36 as its mean, which implies that the level of advancement in technology is average in Colleges of Education in Nigeria. Furthermore, school quality control, as a measure of the variable, has a mean of 2.64, indicating that its level is high in Nigerian colleges of education, as it has the highest mean among all constructs. Finally, reduction of workload has the lowest mean score, with 2.12, amongst the three sub-variables in Colleges of Education.

5.2 Main Hypothesis

Ho_1: No significant relationship exists between institutional improvement and job productivity of lecturers in education colleges, Oyo State, Nigeria.

Table 2:
Institutional Improvement and Lecturers' Job Productivity

Variable	N	$\overline{X}$	SD	Df	Cal r-value	P-value	Decision
Institutional Improvement	269	7.87	2.15	267	1.87	0.01	Rejected
Lecturers' Job Productivity	269	1.76	0.45				

***Significant P< .05**

Table 2 shows that the p-value (0.01) is lower than the level of significance (0.05) at 267 degree of freedom. Hence, the main hypothesis which stated that no significant relationship exists between institutional improvement and lecturers' job productivity in education colleges in Nigeria is rejected. The meaning of this is that no significant relationship exists between institutional improvement and job productivity of lecturers in education colleges, Nigeria.

5.3 Operational Hypotheses

Ho_1: No significant relationship exists between advancement in technology and job productivity of lecturers in education colleges, Oyo State, Nigeria.

Table 3:
Advancement in Technology and Lecturers' Job Productivity

Variable	N	$\overline{X}$	SD	Df	Cal r-value	P-value	Decision
Advancement in Technology	269	2.69	0.75				
				267	0.65	0.02	Rejected
Lecturers' Job Productivity	269	1.76	0.45				

Significant P<.05

Table 3 shows that the p-value (0.02) is below the significance level (0.05) with 269 degrees of freedom. Hence, the research hypothesis, which stated that no significant relationship exists between technological advancement and job productivity of lecturers in education colleges in Nigeria, was rejected. This literally denotes that a significant relationship is in existence between advancement in technology and job productivity of lecturers in education colleges in Nigeria.

H_{02}: There is no relationship between school quality control and job productivity of lecturers in education colleges in Oyo State, Nigeria.

Table 4:
School Quality Control and Lecturers' Job Productivity

Variable	N	$\overline{X}$	Df	Cal r-value	P-value	Decision
School Quality Control	269	2.53				
			267	0.57	0.01	Rejected
Lecturers' Job Productivity	269	1.76				

***Significant P< .05**

Table 4 examined the relationship between school quality control and lecturers' job productivity in education colleges in Oyo State, Nigeria. From the findings of the investigation, it was discovered that the significance level is greater than the p-value, which implies that there is a relationship between school quality control and job productivity of lecturers, as the hypothesis was rejected.

H_{03}: No relationship exists between reduction in workload and job productivity of lecturers in education colleges in Nigeria.

Table 5:
Reduction in workload and job productivity of lecturers in education colleges in Oyo State, Nigeria

Variable	N	$\overline{X}$	Df	Cal r-value	P-value	Decision
Reduction in workload	269	2.65				
			267	0.21	0.02	Rejected
Lecturers' Job Productivity	269	1.76				

***Significant P> .05**

Table 5 reports a calculated r-value of 0.21 and a p-value of 0.02. Statistically, this indicates that the p-value is not at the 0.05 significance level. Based on this outcome, the hypothesis that no significant relationship exists between the reduction of workload and the job productivity of lecturers in education colleges in Oyo State, Nigeria, is rejected. Statistically, as can be deduced from the table above, no significant relationship can be established between the reduction of workload and the job productivity of lecturers in education colleges in Oyo State, Nigeria**.**

6. Discussion of findings

Table 1 revealed the level of institutional improvement in education colleges in Nigeria, using school quality control, technological advancement, and reduced workload as measures. The finding affirmed that school quality control ranked first with a mean value of 2.72, while advancement in technology, which ranked second, had a mean score of 2.67, and, lastly, reduction of workload ranked third with a mean value of 2.58. The implication of this is that colleges of education in Oyo State have exceptional school quality control elements in terms of supervision of instruction, quality of teaching, quality of personnel, availability of required facilities, amongst others and technologically, there is an advancement in schools in terms of having access to the internet by staff and students, using computers to assess and grade the students and others. However, the reduction of workload has the lowest mean score because workload has been the bane of many tertiary institutions in Nigeria, as there is a shortage of staff due to insufficient capital budget allocated to the education sector in the country. This agrees with the study by Isiaka and Tiamiyu (2020), which found that if the school authority tries to constitute committees to ensure the physical facilities are well managed and assigns general supervisory duties to competent hands, amongst others, teachers' productivity will be improved, and there will be a reduction in wastage. Though the finding is not in line with Sasere etal (2016), which stated that quality assurance is meant to sustain academic standards, the Nigerian tertiary education system is still confronted with unending problems that negatively impact quality control.

According to Table 2, the relationship between institutional improvement and job productivity of lecturers in education colleges in Nigeria was investigated, and it was established that there was a significant relationship between the independent and

dependent variables. This proves that if institutions are improved in terms of advancement in technology which incorporates access to internet by staff and students, using computer to assess and grade the students; school quality control which embeds supervision of instruction, quality of teaching, quality of personnel, availability of required facilities and reduction of workload which focuses on not overburden a particular staff member beyond his capabilities for efficiency and effectiveness will definitely help job productivity of lecturers in education colleges in Nigeria. This submission is attested to by Kasimu etal (2024) that expressed that the environment in terms of technology, school control and lecturers' job productivity are correlated. It also agrees with the finding of Osaat & Ekechukwu (2017) who established that the workload on teaching and administrative responsibilities of lecturers was too much and it is not conducive for lecturers' job productivity. In contrast, the result of the work disagreed completely with the finding of Ansh and Shailja (2025) who believed there was no any significant relationship between workload and lecturers' job productivity. The reason for the disagreement between the findings of this current study and those of Ansh and Shailja (2025) might be that their work was carried out in another place, and this current work was investigated in Oyo State, as what is applicable in Lagos State may not be applicable in another city or state.

Table 3 addressed the relationship between advancement in technology and job productivity of lecturers in education colleges in Nigeria and it showed that statistically, there was a significant relationship between the variables because the hypothesis was rejected. The interpretation of this result is that advancement in technology is a contributing factor to lecturers' job productivity in the locale where this study was carried out because statistically they are inclined. In other word, job productivity of lecturers in the State where the study was carried out is a function of advancement in technology of education colleges in Oyo State, Nigeria. This finding agrees with the submission of Mumba (2023), who researched that advancement in technology, including the internet, automation, artificial intelligence and robotics, is influencing all areas of our endeavours, including the education system. This is because today all ministries education inclusive depends on technology to achieve their goals. In addition, the finding agrees with the finding of Atah et al. (2023) that stated that advancement in technologies influenced the academic staff's job productivity in Nigerian Colleges of Education positively. This is not unexpected because today, school owners, whether government or private individuals, are placing heavy emphasis on technology for the benefit of Nigerian tertiary institutions, which will also benefit, either directly or indirectly, the academic staff in the system.

Table 4 focused on the relationship between school quality control and lecturers' job productivity in colleges of education, Oyo State, Nigeria. The investigation found that there was a relationship between both variables in colleges of education in Oyo State, Nigeria. The operational hypothesis which claimed there was no relationship between school quality control and lecturers' job productivity in colleges of education, Oyo State was rejected. With the interpretation of this result, it can be deduced that school quality control such as supervision of both academic and administrative functions of school, quality of students, quality of facilities and equipment has a great statistical influence on job productivity of lecturers in education colleges in Oyo State, Nigeria. Though, the result disagrees with the findings of Isiaka etal (2024) whose finding claimed there is no significant relationship between supervision and teachers' development. The reason for the disagreement may be due to the level of educational system where the studied were carried out. The previous study focused on secondary school while the current study researched on education colleges in the same state.

Table 5 investigated the relationship between the reduction in workload and job productivity of lecturers in education colleges in Nigeria and it was established that there is a statistically significant relationship between the two variables under study. The reason for this is that the operational hypothesis that stated that significant relationship was not in existence between reduction in workload and job productivity of lecturers in education colleges in Nigeria was rejected. This emphasizes that if there is no workload such as having too many courses to teach, having too many students to supervise, using many for both academic and administrative responsibilities and not engaging much in administrative roles of colleges lecturers' job shall be highly productive. In another dimension, if there is too much workload in a system, this would affect the productivity of lecturers' job. Though, this finding is not too surprising as it concurs with the finding of Amini and Okonmah (2020) who discovered that the level of lecturers' productivity in Nigerian universities is always affected negatively by their workload. Furthermore, the finding of Osaat and Ekechukwu (2017) also agrees with this finding by stating that workload has been the major challenge to lecturers' job productivity in Nigerian tertiary institutions.

7. Recommendations

The following were recommended based on the findings of the study:

- Management of colleges of education in Oyo Sate should not relent in sustaining the level of school quality control in existence and they should make sure lecturers are not overburdened with workload.
- There should be improvement in advancement of technology so that lecturers in colleges of education, Oyo State would be able to compete favourably with their counterparts in other states in the country or other countries.
- The government needs to be more committed financially to the needs of colleges of education in terms of employing more competent staff so that the workload of lecturers would be reduced.

8. Conclusion

This study underscores the critical relationship between institutional improvement and lecturers' job productivity within colleges of education in Nigeria. The findings demonstrate that strategic investments in institutional technology, quality control, and workload reduction are fundamental drivers of academic excellence. When colleges of education actively prioritise institutional improvement, it directly elevates lecturers' morale, instructional quality and research output. Conversely, neglecting these structural and motivational elements severely hampers the overall productivity of the academic staff. Ultimately, fostering sustainable institutional improvement is not merely an administrative obligation but a vital prerequisite for empowering lecturers and elevating the standard of teacher education in Nigeria.

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