



THE ESSENTIAL ROLE OF WORK REMUNERATION IN LECTURERS' PRODUCTIVITY FOR SUSTAINABLE DEVELOPMENT IN TERTIARY INSTITUTIONS IN NIGERIA

¹Oyejoke Adunola AKINPADE & ²Senimetu Esther ILEUMA

¹Department of Curriculum and Instruction, Oyo State College of Education, Lanlate.

²Arts and Social Science Education, Lead City University, Ibadan

¹oyejokeakinpade@gmail.com

Article Details

Volume: 01

Issue: 04

Pages: 41-59.

Month: November

Year: 2025

DOI: <https://doi.org/10.5281/zenodo.17620077>

Recommended Citation for APA 7th Edition:

Akinpade, O.A., & Ileuma, S.E. (2025). The essential role of work remuneration in lecturers' productivity for sustainable development in tertiary institutions in Nigeria. *International Journal of Premium Advanced Educational Research*, 4(1), 41-59. DOI: <https://doi.org/10.5281/zenodo.17620077>



This work is licensed under Creative Commons Attribution 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>

Abstract

This survey examined the essential role of work remuneration in enhancing lecturers' productivity for sustainable development in tertiary institutions in Nigeria. Herzberg's two-factor theory, as proposed by Herzberg (1959), served as the theoretical framework for this survey. Two objectives were raised to guide this survey. The findings showed that work remuneration, including various compensation packages, rewards, fringe benefits, pay, and allowances, plays a significant role in lecturers' productivity in aspects of instruction, research supervision, publication and community service in various tertiary institutions across the nation. It further revealed that when lecturers are productive, they are able to effectively instill the skills, knowledge, attitudes and various competencies needed by society, enabling the products of education to contribute meaningfully to economic and sustainable development goals. It was therefore recommended among others that The various tertiary institutions should ensure that salaries, allowances, and other benefits are paid promptly and equitably to maintain staff morale and commitment which invariably boost their productivity and sustainable development; and should also create a remuneration system that is fair, just, and transparent, recognising lecturers' contributions and aligning with their value so as to boost their productivity.

Keywords: Roles, Work Remuneration, Lecturers' Productivity, Sustainable Development, Tertiary Institution

1. Introduction

The importance of productivity among lecturers in tertiary institutions is critical because it directly enhances the quality of teacher training, ensuring that future educators are well-prepared

and competent for primary and secondary schools. This, in turn, contributes to achieving broader educational goals and improving overall student outcomes. When lecturers are productive, they contribute to a more effective learning environment through the adoption of updated pedagogical approaches and a deeper understanding of the subject matter, directly improving the competency of graduates entering the teaching profession.

In the context of this study, lecturers' productivity is a measure of the quantity and quality of work done, considering the amount of resources or inputs (time, materials, money, technology, etc.) used in achieving instruction, research, and community service in tertiary institutions in the Southwest, Nigeria (Zayum, Aule & Teslim, 2018). Lecturers' productivity in tertiary institutions is seen in their ability to utilise modern instructional materials in teaching and learning adequately, complete teaching work load before the end of the semester or session, enhance students' ability to work independently and continue in their courses, adequately supervise undergraduate and post graduate projects, author textbooks, present quality papers at conferences, workshop and seminars, articles/exhibitions, monograph, technical reports and pamphlets and enhance high level of proficiency in setting examination (Sam-Eleyi, 2025). Thus, high lecturers' productivity is a key concern for all educational stakeholders.

However, informal observations have shown that the productivity of some lecturers in certain tertiary institutions in Nigeria has not yet reached a significant level. These informal observations have been confirmed by various empirical studies. For instance, academic staff research productivity was found to be low in private universities and colleges of education in southwestern Nigeria (Adetomiwa et al., 2023; Abiodun-Oyebanji, 2023). Research revealed a below-average level of teaching, project supervision and community service productivity among lecturers in public polytechnics in South West, Nigeria (Oyewole, Ayeni & Popoola, 2024). Academic staff productivity was found to be moderate in tertiary institutions in the southwestern region of Nigeria (Adedapo, 2020). The average level of productivity and efficiency among academic staff was reported in State Universities in South-East Nigeria (Ekwe & Ugwu, 2023). These findings may foreshadow a decline in lecturers' productivity in Nigeria. Several factors are believed to have contributed to this decline in lecturers' productivity. However, this paper focused on the essential role of work remuneration in lecturers' productivity in tertiary institutions in Nigeria.

Work remuneration refers to the total package a lecturer receives in exchange for their work or services in tertiary institutions (Anderson, 2021). Remuneration is also referred to as the total compensation or income of a lecturer and may include several forms of payments determined by different rules. For example, the total remuneration for lecturers may consist of a salary plus various additional benefits, such as a transport allowance, hazard allowance, medical allowance, earned allowance, unusual allowance, bonus, reward, and other items shown on the monthly payslip (Baba, Odaudu & Koku, 2024). Various studies have shown a link between work remuneration and lecturers' productivity in tertiary institutions in Nigeria. Some studies have reported that work remuneration is essential for lecturers' productivity, while other investigations have found no significant effect of work remuneration on lecturers' productivity. Hence, this study

presented a meta-analysis on the role of work remuneration on lecturers' productivity in Nigeria tertiary institutions.

The role of work remuneration on lecturers' productivity in Nigeria tertiary institutions could also have significant implications for sustainable development in the nation. The term 'sustainable development' is intended to encompass the idea of ensuring that future generations inherit the earth, which supports their livelihood in such a manner that they are not worse off than those of today (Ossai & Nwalado, 2012). It has been posited that sustainable development operates at three domains: economic, social and environmental. The economic domain aims to eradicate poverty, achieve higher levels of prosperity, and enable continued gains in economic welfare. The social domain aims to eradicate other dimensions of poverty, improve the quality of education, health, housing and other aspects of individual and community welfare, and enhance the quality of social interaction, engagement, and empowerment. The environmental domain aims to reduce pollution and other negative impacts on the environment, mitigate the effects of industrialization and human activity, and seek to achieve sustainable use of resources in the interest of future generations (Azuka, 2015).

When lecturers are productive in teaching, research supervision, publication, and community service, they can significantly contribute to the economic, social, and environmental domains of sustainability in the nation. Productive lecturers can significantly contribute to national economic, social, and environmental sustainability by advancing knowledge through research, fostering innovation in education, developing skilled professionals, and engaging in community service to address societal needs. For instance, through research, lecturers can find solutions to pressing problems, while teaching can help them to cultivate ethical values and sustainable behaviours in their students. Furthermore, their role in community service could enable them to implement sustainable practices and act as agents of change, thereby driving national progress (Tafese, Kopp & Likassa, 2024; Dhaka, 2024). Hence, apart from surveying existing research on work remuneration and lecturers' productivity in tertiary institutions, this paper also sought to synthesise previous literature on the implications of lecturers' productivity for sustainable development in the nation at large. Therefore, the two specific objectives of this review were to:

1. examine the essential role of work remuneration on lecturers' productivity and
2. The implication of lecturers' productivity for sustainable development.

2. LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Herzberg Two Factor Theory by Herzberg (1959)

In 1959, a behavioral scientist named Herzberg proposed a two-factor theory, also known as the motivator-hygiene theory. According to him, there are certain job factors that contribute to satisfaction, while others prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction" (Herzberg, 1967; Edo, Mbo & Abere, 2019).

MOTIVATORS

Satisfaction

No Satisfaction

HYGIENE FACTORS

No Dissatisfaction

Dissatisfaction

Figure 2.1: Herzberg's view of satisfaction and dissatisfaction (Herzberg, 1967; Edo, Mbo & Abere, 2019)

Herzberg classified these job factors into two categories:

- i. **Hygiene Factors** - These factors are those job factors that are essential for the existence of motivation at the workplace. These do not lead to long-term satisfaction. However, if these factors are absent/non-existent at the workplace, dissatisfaction among workers will arise. In other words, hygiene factors are those factors that, when adequate/reasonable in a job, pacify the staff and do not cause them to become dissatisfied or perform poorly. These factors are extrinsic to work. They are also referred to as dissatisfiers or maintenance factors, as they are required to avoid dissatisfaction, which ultimately results in low productivity. These factors describe the job environment/scenario. The hygiene factors symbolise the physiological needs that the workers want and expect to be fulfilled. They include: pay, fair and transparent institutional policies and administrative policies, quality interpersonal relations, fringe benefits, good physical working conditions, job security and status.
- ii. **Motivational Factors** - The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the staff to superior performance and productivity. These factors are called satisfiers. These are factors involved in performing the job. Workers find these factors intrinsically rewarding. The motivators symbolise the psychological needs that are perceived as an additional benefit. Motivational factors include: recognition, sense of achievement, growth and promotional opportunities, responsibility, and meaningfulness of the work.

The theorist argued that the most important difference between motivators and hygiene factors is that motivator factors involve psychological growth, while hygiene factors involve the avoidance of physical and psychological pain. For management to create a motivated staff with a high level of performance, the hygiene factors must be maintained at a satisfactory 'good' level. Subsequently, the motivation factors must be available and present to create satisfaction and motivation (Herzberg, 1967; Edo, Mbo & Abere, 2019)

2.1.2 Relevance of Herzberg Two Factor Theory

This theory is relevant to this survey as it supports the essential role of work remuneration in lecturers' productivity in tertiary institutions. Work remuneration, including fringe benefits, rewards and recognition, growth and promotional opportunities, pay, allowances, and bonuses, are examples of hygiene and motivational factors that lead to satisfaction and increased productivity

among lecturers. For lecturers, adequate remuneration and fair pay are essential hygiene factors, while recognition for their contributions and opportunities for personal advancement act as powerful motivators to boost productivity among lecturers in tertiary institutions, which in turn contributes to the broader goals of sustainable development in higher education.

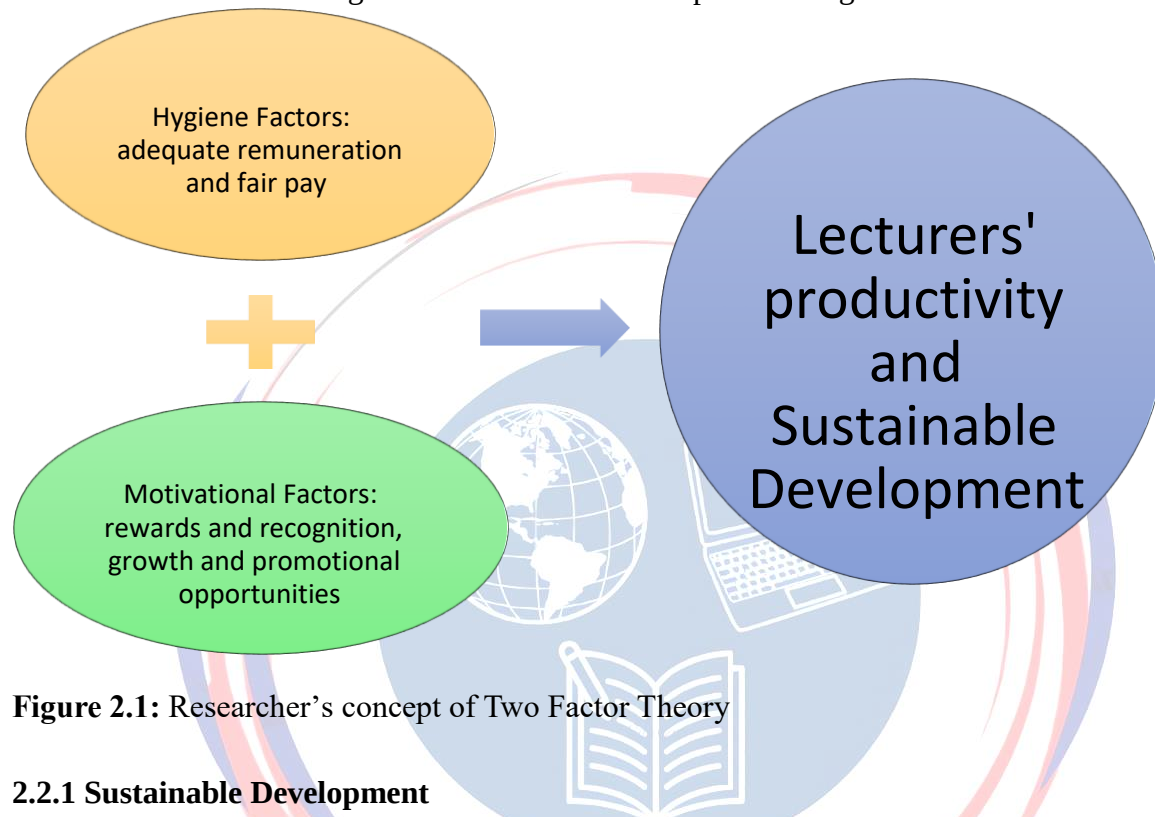


Figure 2.1: Researcher's concept of Two Factor Theory

2.2.1 Sustainable Development

Sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are all in harmony, enhancing both current and future potential to meet human needs and aspirations. The sustainable development process must reflect and be dictated by the resource base available to that society and should strive towards the optimal utilization of natural and human resources within its environment (Azuka, 2015). The principle of sustainable development is that the pursuit of quality of life must be compatible with a similar equality of life for all, including future generation (Boonchai & Beeton, 2016). Sustainable development is a process of change in which the utilization of resources, the direction of investments, the orientation of technological innovation, and exchange and institutional change reflect both present and future needs (Bello, 2021). Sustainable development is commonly viewed as requiring a balanced pursuit of three key goods: ecological health, social equity, and economic welfare. It is grounded in the ethical commitment to enhanced opportunities and well-being of not only the present generation but also that of future generations (Emina, 2021).

2.2.2 Lecturers' Productivity

Lecturers' productivity is defined as the level to which lecturers carry out their expected roles and responsibilities in guiding students' learning to improve performance, as well as meeting school goals (Onuorah & Azubuike, 2024). Lecturers' productivity refers to the effectiveness and efficiency with which lecturers carry out their instructional, research supervision and community service responsibilities. It involves the ability to deliver quality instruction, manage classroom dynamics effectively, engage students meaningfully, and cater to diverse learning needs. In the context of secondary schools, lecturers' productivity can be evaluated through their lesson planning and preparation, classroom management, student engagement, provision of feedback, and overall instructional impact. A productive lecturer is one who consistently fosters a positive learning environment, supports student growth, and drives academic success. Lecturer productivity is a crucial aspect of education, as it refers to the efficiency and effectiveness with which lecturers perform their duties to achieve the desired outcomes. The principle of lecturer productivity can be evaluated through both quantitative and qualitative methods, including student performance metrics, classroom observation data, self-reflection surveys and feedback from peers or superiors (Onyeka & Asiyai, 2025).

2.2.3 Work Remuneration

Remuneration refers to all forms of financial returns, including both tangible and intangible benefits, that an employee (in this case, a lecturer) receives as part of an employment contract. Furthermore, remuneration, as a human resource management function and practice, has to do with every type of reward employees receive in exchange for performing their job. Also, remuneration is not just a free gift, but rather a payment or reward received during employment. The remuneration employees receive can take different forms, which often include: salary, bonuses, profit-sharing, overtime pay, recognition rewards and checks, sales commissions, health insurance, company-paid cars, stock options, company-paid housing, and other non-monetary but taxable income items (Nzeadibe & Akpa, 2021). Remuneration is traditionally seen as the total income of an individual and may comprise a range of separate payments determined according to different rules. Remuneration is defined as the reward or pay given to individuals for the work they do. It is believed that regular payment of workers' salaries (in this case, lecturers) will enable them to meet their needs and thus be stimulated to work harder (Abdullahi & Ahmed, 2023).

2.2.4 The Essential Role of Work Remuneration on Lecturers' Productivity

Fringe benefits were shown to have a significant positive relationship with lecturers' productivity in public polytechnics in South-Western Nigeria (Oyewole et al, 2024). A study revealed that staff salary, earned academic allowance, promotion, pension, housing, and medical health insurance have a significant relationship with the productivity of academic staff in state universities in the North East, Nigeria. However, dissatisfaction with low salaries is evident, as indicated by high complaints and pay disparities. Many academic staff members take on additional jobs, which can potentially impact productivity. While timely salary payments offer some relief, concerns persist about salary competitiveness and motivation. The findings highlight salary as a key motivational factor that influences teaching, research, and supervision. Competitive and timely salaries enhance productivity, while poor pay reduces morale, emphasizing the need for improved

salary structures. The academic Staff agreed that allowances encourage professional development and extra effort, aid staff retention and industrial harmony. However, irregular payments and selective distribution pose challenges. Overall, consistent and transparent payment of allowances is crucial for motivating staff, enhancing skills, and maintaining institutional stability (Baba et al 2024).

The findings of a study revealed that remuneration has a significant effect on employee productivity in selected private universities in Ogun State, Nigeria. Thus, if employees perceive that their remuneration packages are good, they will become more eager and ready to produce. The employees (lecturers) are more willing to go the extra mile (Nzeadibe & Akpa, 2021). A similar study found that remuneration has a positive and significant impact on the performance of accounting lecturers in polytechnics in the North West of Nigeria (Abdullahi & Ahmed, 2023). It was emphasised that financial incentives boost research output and teaching quality (Joshua et al, 2020). It was noted that consistent and transparent financial rewards enhance staff productivity and institutional stability (Nkwede, Nwoba & Ekuma, 2022). It was argued that inadequate compensation reduces staff commitment (Otohinoyi, Idris & Adejo, 2023).

The findings from a study showed that adequate remuneration and promotion, as due, influence the job performance of Business Education lecturers in Universities in Rivers State to a high extent (Akpomi, Tamuno-Omuna & Gbere, 2021). A research study established that a significant relationship exists between extrinsic and intrinsic rewards and the job retention and productivity of business educators in tertiary institutions in Delta State, Nigeria. The findings revealed a positive but low relationship between extrinsic and intrinsic rewards and the jobs of business educators' job retention and productivity (Iyamu & Eziechine, 2024).

A similar study found that perceived remuneration, which included equitable salaries, consistent salary payments, payment of allowances/bonuses, dissatisfaction with the salary structure, and prioritization of academic staff welfare, significantly and positively influenced the teaching engagement of academic staff in the selected institutions in Nigeria. It was affirmed that an equitable salary has an indirect and significant influence on the teaching engagement of academic staff. The results suggested that consistent payment of salary and payment of allowances/bonuses best predicted the teaching engagement of academic staff, while an inverse relationship was found between academic staff who are dissatisfied with their salary structure and their teaching engagement. The inverse relationship implied that an increase in dissatisfaction with salary structure led to a decrease in teaching engagement (Igbadumhe et al, 2020)

A closely related work revealed significant effects of compensation practices such as retirement benefit, career development opportunity, free medical insurance, vacation leave, creche for children, study leave, regularity of promotion, long service awards, free training workshop and sick leave on academic staff's job performance in Federal University of Agriculture, Abeokuta, Ogun State, Nigeria (Joshua, et al, 2020). A study revealed a significant relationship between staff remuneration, as measured by staff salaries, and lecturers' job satisfaction in public universities in Cross River State, Nigeria. This means that an increase in lecturers' salaries will lead to an increase in their job satisfaction. Every lecturer desires a good salary package to satisfy his/her personal

needs. When this happens, job satisfaction and performance will be increased. Furthermore, the study showed that remuneration in terms of fringe benefits correlates significantly with lecturers' job satisfaction. This implies that the adequate provision of fringe benefits, such as pension plans, insurance, health services, loan services, leave grants, bonuses, overtime, hazard allowances, and transport allowances, will lead to increased lecturers' job satisfaction in public universities in Cross River State, Nigeria (Obono & Eteng, 2025).

The result of a study revealed that basic wages and salary are adopted at high extent while payments for time worked for or amount of work done, regular or non-regular allowances, additional payment for overtime, annual leave, health insurance and life assurance are adopted at low extent; adequate remuneration increases the morale and efficiency of staff, increases productivity, reduces turnover, strengthens the positive image of the school and makes the job highly competitive in Imo State University. It was also revealed that inadequate remuneration results in low productivity, causes a decline in job performance, decreases staff morale, leads to absenteeism, and contributes to corruption, ultimately tarnishing the institution's image (Egbuchu & Osuagwu, 2023).

It was discovered that remuneration, in terms of monetary incentives, has a positive and significant influence on lecturers' productivity in Tertiary Institutions in Anambra and Enugu State, Nigeria. Non-monetary incentives also have a positive and significant influence on lecturers' productivity in the institutions. It was concluded that incentives have a significant positive effect on lecturers' performance in Tertiary Institutions in Anambra and Enugu State, Nigeria (Idigo, 2023) The summary of the study's results revealed a positive and significant relationship between financial rewards, including salaries and fringe benefits, and job satisfaction among business educators in public universities. Based on the findings, it was concluded that financial rewards, in terms of salaries and fringe benefits, are major determinants of business educators' job satisfaction in public universities in Delta State. The statistical implication of this is that a rise in financial reward will result in a corresponding rise in job satisfaction among business educators in public universities (Umeh, Iyoha & Aguh, 2023).

The findings of a study revealed that the level of work incentives available to lecturers in universities in Ekiti State, Nigeria, was moderate. The study further revealed a significant positive relationship between work incentives and lecturers' job commitment in universities in Ekiti State. Work incentives were highly related to lecturers' job commitment. It was also found that there was a significant positive relationship between remuneration and lecturers' job commitment in the universities (Ekundayo & Oluyeye, 2020). The findings of a study indicated that higher basic salaries are positively and significantly related to overall performance and research output, implying that better compensation helps attract, motivate, and retain skilled academic personnel. However, the results also showed that while a basic salary enhances research output, it does not significantly affect teaching effectiveness, suggesting that financial incentives alone are insufficient to improve instructional quality. Furthermore, a negative correlation was found between basic salary and community service involvement, indicating that higher compensation encourages lecturers to focus on activities that provide direct institutional benefits rather than

community outreach at seven selected private universities in North-Central Nigeria (Musa et al 2025).

The results of the data analysis in a study showed that regular payment of salaries/wages impacts the job performance of business education lecturers in Federal Colleges of Education in South-South Nigeria, as well as conference allowances and a good work environment (Okoro et al, 2023). It was established that compensation packages have significant effect on employee retention in selected private universities in Ogun State, Nigeria. There is thus a strong relationship between compensation packages (salary, bonus, incentives, allowances, and fringe benefits) and employees' performance and retention in the universities. Performance-based compensation is one of the key ingredients that encourage higher levels of performance and employee retention (Magaji, Akpa & Ogundiwin, 2021).

The result of a study showed a high and positive relationship between remuneration and academic staff performance in universities in Rivers State. Remuneration is thus positively related to academic staff performance. Implicitly, high remuneration is associated with a high level of job performance, while low remuneration is associated with low job performance. The positive relationship between remuneration and academic staff performance in universities in Rivers State implies that as there is an increase in the prompt payment of salaries and wages to academic staff, there is a corresponding increase in job performance, and vice versa (Ebong & Gilbert, 2018).

Research has revealed that academic staff performance differs significantly based on special allowances and part-time emoluments in the School of Business Studies at Federal Polytechnic Nasarawa, Nigeria. Compensation schemes have been shown to have a significant effect on the performance of academic staff. It was therefore concluded that special allowances and part-time emoluments have a significant impact on the performance of academic staff at Federal Polytechnic Nasarawa (Abdul-Khadir et al, 2020). A closely related study found a moderate and significant effect of remuneration on the productivity of academic staff in selected tertiary institutions in Bauchi State, Nigeria. This result implied that remuneration, such as pay system, benefits and incentives, has an impact on the productivity of academic staff. Thus, monetary incentive-related remuneration schemes are positively associated with labour productivity. When lecturers' wages are satisfactory, they can directly enhance their productivity, skills and knowledge, which ultimately benefits the tertiary institutions (Aliyu, Bello & Bello, 2020).

However, a study found that the overall compensation system in Adeyemi University of Education, Ondo State, does not have a positive effect on the job satisfaction of academic staff. This suggests that compensation elements, such as salary, allowances, honorarium, and training and development, do not consistently ensure job satisfaction among academic staff. Furthermore, it was uncovered that compensation does not significantly affect the performance of academic staff at the university. This suggests a significant negative relationship between compensation and academic staff performance. Hence, a poor compensation system will significantly contribute to reduced performance (Nosiri & Olaolu, 2024)

The findings of a study indicated that the removal of fuel subsidies and lack of adequate compensation significantly hindered the performance of academic staff, with insufficient salaries proving to be the more impactful factor. This suggests that static salaries are associated with a decrease in job satisfaction and overall performance. A considerable number of academic personnel indicate diminished morale, heightened financial strain, and decreased dedication to their teaching obligations (Ashmowiy et al, 2024). The findings of another study showed that bonuses have a positive but insignificant effect on employee performance at Bingham University, Karu, Nasarawa State, Nigeria, whereas promotions have a positive and significant effect on employee performance at Bingham University, Karu, Nasarawa State, Nigeria (Atotileto et al, 2025).

2.2.5 The Implication of Lecturers' Productivity for Sustainable Development

Lecturers' productivity is vital for sustainable development because it drives teaching quality, research output, and community engagement, which are essential for national progress. High lecturer productivity leads to enhanced student learning, the generation of new knowledge to solve societal challenges, and the development of practical solutions through community service. Factors such as effective reward systems, adequate capacity building, supportive management practices, and access to modern technological resources are vital for fostering lecturers' productivity and, consequently, promoting sustainable development (Idika, 2023; Olobia, Asiyai & Akporehe, 2025; Ekundayo, Akinsuroju & Bamikole, 2024). It was emphatically stressed that the sustainable development of any nation is determined by the development of people and their skills and abilities to fully commit and channel their energies and talents for purposes of political, economic and social development. In the education sector, productive lecturers are intellectuals who display a high level of intellectualism through various forms of research that contribute to a range of knowledge in the world of academia (Amie-Ogan & Adolphus, 2021).

Every nation in the world needs a high level of manpower for its economic, social, and political development and sustainability. This is because national sustainable development requires experienced, competent, and dedicated human resources, which can only be trained through education in Tertiary Institutions in Lagos State, Nigeria. Lecturers' productivity impacts Nigeria's sustainable development by influencing the quality of education (teaching and research), innovation and manpower development and the capacity to achieve national development goals (Isaac-Philips & Mohammed, 2024). Low productivity leads to a decline in education quality, insufficient skilled labor, and stalled national progress, while high productivity fosters better-trained graduates, increased research, and problem-solving for socioeconomic challenges (Olobia, Asiyai & Akporehe, 2025; Ekundayo, Akinsuroju & Bamikole, 2024; Isaac-Philips & Mohammed, 2024).

Studies in Nigeria have shown that academic staff productivity, improved by factors such as management support, remuneration, and continuous professional development (CPD), has a positive influence on sustainable development. Remuneration, training and development are crucial for enhancing staff knowledge, skills, research, and teaching quality, directly contributing to organizational goals and national development objectives. Effective management practices,

including involvement in decision-making and proper delegation, are also vital for fostering high academic staff productivity for sustainable national growth (Ekundayo, Akinsuroju & Bamikole, 2024; Shehu, Ayobola and Maina, 2015). Academic staff productivity significantly impacts the knowledge, skills, attitudes and competencies required by society, enabling the products of education to contribute meaningfully to economic development. Academic staff productivity is thus a formidable tool for sustainable development in Nigeria, as it provides its recipients with the necessary knowledge, skills, attitudes, and competencies required for sustainable development (Adamu, Wushishi & Faruk, 2025). A study revealed a significant correlation between leadership, academic staff productivity and sustainable human capital development in Akwa Ibom State.

University, Nigeria. Hence, for sustainable development to take place, the leadership in Nigeria universities has to craft out strategies to attract high-caliber human capital and make the available workers productive so they are able to harness available human and material inputs, and drive them effectively through available technological infrastructures as well as research for overall economic growth and sustainable development (Ogbaga, Okorie & Eyo, 2021). A study has indicated that quality and productive lecturers in higher education in Nigeria are crucial resources for sustainable economic growth and development, as they create a high-quality workforce, instill in learners the value of achievement, promote lifelong learning, support businesses and industries, conduct research and drive the development of technologies and innovations. Quality and productive lecturers in higher education thus enhance upward socio-economic mobility and serve as a means of escaping poverty and unemployment (Idongesit, Oto & Abdullahi, 2022).

A study showed that academic staff productivity enhanced through remuneration and training serves as a tool for institutional success and a direct enabler of Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). Academic staff productivity plays a crucial role in building resilient educational systems and fostering inclusive, sustainable economic growth, both of which are essential to achieving the 2030 Agenda. The United Nations' Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 8 (Decent Work and Economic Growth), emphasize the importance of inclusive, equitable, and lifelong learning opportunities, as well as the role of productive academic staff in Nigerian Colleges of Education (Abanyam, Francis & Ibrahim, 2020). A similar study revealed a significant relationship between lecturers' productivity and the quality of the health workforce in achieving sustainable health development goals. These findings demonstrate that staff productivity enhances quality health outcomes (Sustainable Development Goal 3) in terms of competent and efficient manpower in Kaduna State institutions (Adamu, 2024).

A paper identified increments in salaries, prompt payment of salaries, payment of earned allowances, provision of adequate infrastructure facilities, effective staff training programs, provision of adequate research grants, and provision of a conducive working environment as motivational strategies for enhancing academic staff productivity, which in turn boosts sustainable development in Nigeria. Productive lecturers provide technical knowledge and skills, as well as instruction and training, which leads to the production of trained and self-reliant manpower (Lawal

et al, 2022). A study posited a direct, significant relationship between academic staff productivity and sustainable development in selected universities (Amos et al, 2024). A study concluded that academic staff publication output or productivity is a key determinant for national growth and sustainable development. The publication output of academic staff through their research efforts makes important contributions towards the growth and development of industries and government businesses, thereby promoting national development and sustainability (Salau et al, 2021).

3. Conclusion

The above desk review has shown that work remuneration, including various compensation packages, rewards, fringe benefits, pay, and allowances, plays a significant role in lecturers' productivity in aspects such as instruction, research supervision, publication and community service in various tertiary institutions across the nation. When tertiary institutions ensure that their lecturers are well remunerated, they enhance their satisfaction, dedication, engagement, commitment and ultimately productivity and vice versa. Additionally, it was demonstrated that when lecturers are productive, they can effectively instill the skills, knowledge, attitudes, and various competencies required by society, enabling the products of education to contribute meaningfully to economic and sustainable development goals.

4. Recommendations

The following recommendations were therefore proffered:

1. The various tertiary institutions should ensure that salaries, allowances, and other benefits are paid promptly and equitably to maintain staff morale and commitment, which invariably boost their productivity and sustainable development.
2. The various tertiary institutions should create a remuneration system that is fair, just, and transparent, recognizing lecturers' contributions and aligning with their value so as to boost their productivity; and
3. Government and management should regularly review and update the salary structures of lecturers in various tertiary institutions in order to keep them competitive and enhance their productivity and sustainable development in the long run.

5. Implications

Various studies have shown that fair and adequate work remuneration is essential for enhancing lecturers' productivity in Nigerian tertiary institutions, through the improvement of motivation, job satisfaction, and a reduction in the need for side jobs, which ultimately contribute to higher-quality instruction and research output. However, inadequate compensation can lead to dissatisfaction, decreased commitment, and increased absenteeism or engagement, which negatively impact institutional goals and the overall academic environment. Therefore, adequate work remuneration and equitable, competitive salary structures are seen as a significant investment in staff productivity, institutional success, and sustainable development in the nation at large.

REFERENCES

- Abanyam, N.L., Francis, D., & Ibrahim, Y.D. (2020). The role of higher education in sustainable economic development in Nigeria: A functionalist theoretical perspective analysis. *Sapientia Global Journal of Arts, Humanities and Development Studies*, 3(2), 276-284.
- Abiodun-Oyebanji, O.J. (2023). Teamwork and lecturer research output in colleges of education in Southwestern Nigeria. *American International Journal of Business Management*, 6(9), 21-29.
- Abdullahi, A.A., & Ahmed, R. (2023). Work environment, remuneration and accounting lecturers' performance in polytechnics in North West, Nigeria. *Gusau Journal of Accounting and Finance*, 4(2), 88-109.
- Abdul-Khadir, M.I., Suleiman, U.G., Abdullahi, A.M., Omeiza, A., Ndakwesu, H.M., & Halilu, R. (2020). Compensation scheme and academic staff performance in Federal Polytechnic Nasarawa. *International Journal of Innovative Research in Social Sciences and Strategic Management Techniques*, 7(1), 176-183.
- Adamu, M.A., Wushishi, A.I., & Faruk, A.U. (2025). Impact of training and development on employees' productivity in the 21st Century: A study of academic staff of Niger State Polytechnic, Zungeru. *Journal of African Advancement and Sustainability Studies*, 7(2), 207-237. <https://doi.org/10.70382/sjaass.v7i2.014>
- Adamu, M.K. (2024). *Training and staff development as a vital means for academic productivity and Sustainable Development Goals achievement in Nigerian Colleges of Education. Maktabah Reviews on Sustainable Development Goals*, 1(1), 73-86. <https://journal.walideminstitute.com/index.php/mrsdgs/article/view/212>
- Adedapo, A.A. (2020). Recruitment and job security as correlates of academic staff productivity in tertiary institutions in Southwest, Nigeria. *Euro Afro Studies International Journal*, 2(1), 24-33.

- Adetomiwa, B., Akintola, B.O., Ejiwoye, R.O. & Olabisi, A.C. (2023). Academic staff research productivity in private universities in southwestern nigeria: Factors related to low research productivity. *International Journal of Operations Research and Information Systems*, 14(1), 1-15. <https://ideas.repec.org/a/igg/joris0/v14y2023i1p1-15.html>
- Akpomi, M.E., Tamuno-Omuna, F., & Gbere, R.O. (2021). Influence of working conditions on job performance of business education lecturers in Universities in Rivers State. *International Journal of Innovative Social Sciences & Humanities Research*, 9(4), 71-78.
- Aliyu, M.R., Bello, H.S., & Bello, M. (2020). Effect of remuneration on productivity of academic staff of selected tertiary institutions in Bauchi State, Nigeria. *Business Ethics and Leadership*, 2(3), 34-43. <https://armgpublishing.com/journals/bel/volume-2issue3/article-3/>
- Amie-Ogan, T.O., & Adolphus, P.E. (2021). Human capital development for enhancing academic staff performance in Universities in Rivers State. *International Journal of Innovative Development and Policy Studies*, 9(3), 78-89.
- Amos, C., Jaji, B., Tswenji, S. & Ogunode, N.J. (2024). Review of academic staff level of motivation and motivational strategies for tertiary institutions sustainable development. *American Journal of Integrated STEM Education*, 1(1), 1-17. <https://publishingjournals.org/stem/article/view/2>
- Anderson, G. (2021). The effects of performance-based incentives on public sector workers: A meta-analysis. *The Journal of Policy Analysis and Management*, 32(4), 1046-1074.
- Ashmowiy, R.A., Faremi, M.O., Kareem, R.O., Dauda, B.O., & Wahab, B.O. (2025). Influence of fuel subsidy removal and poor remuneration on the job performance of academic staff of tertiary institutions in Oyo Metropolis. *International Journal of Research and Innovation in Social Science*, 9(6), 12-25. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2025.906000253>
- Atotileto, V.T., Mshelia, J.D., Naomi, P., Oladimeji, O.M., & Danladi, K. (2024). Effect of incentives on employees' performance at Bingham University, Karu, Nasarawa State. *African Journal of Social and Behavioural Sciences*, 14(6), 3642-3659.

- Azuka, B.F. (2015). Mathematics education for sustainable development: Implications to the production and retention of mathematics teachers in Nigerian Schools, *British Journal of Education*, 3(1), 44-51. www.eajournals.org
- Baba, E.S., Odaudu, S.O. & Koku, K.A. (2024), Relationship between staff remuneration and academic staff productivity in universities of Northeast Nigeria. *Journal of Association of Educational Management and Policy Practitioners*, 6(2), 343-346. <https://journals.aemapp.org>
- Bello, M.A. (2021). Issues and trends in science education for sustainable economic development in Nigeria: New Trends in Science, Technology, Management and Social Sciences in Africa. *3rd International Conference of Villanova Polytechnic, Imesi-Ile, 2nd to 4th June*.
- Boonchai, C., & Beeton, R.J.S. (2016). Sustainable development in the Asian Century: An inquiry of its understanding in Phuket, Thailand. *Sustainable Development*, 24(2), 109-123. <https://doi.org/10.1002/sd.1612>
- Dhaka, R. (2024), Role of teachers and higher education in achieving the sustainable development goals. *International Journal for Multidisciplinary Research*, 6(1), 1-9.
- Ebong, U.M., & Gilbert, S.D. (2018). *Remuneration, educational facilities as correlates of academic staff performance in public universities in Rivers State*, *African Journal of Educational Research and Development*, 11(2), 144-153. <http://ajer.duniport.com/wp-content/uploads/2019/05/J12.pdf>
- Edo, B., Mbo, L., & Abere, T.A. (2019). Influence of school plant management on principals' administrative effectiveness in senior secondary schools in Rivers State, Nigeria. *International Journal of Innovative Education Research*, 7(3), 81-93.
- Egbuchu, C., & Osuagwu, H.U. (2023). Impact of remuneration on staff productivity in Imo State University, Owerri Library and Coal City University, Enugu Library. *Library Philosophy and Practice*, 1(1), 1-16. <https://digitalcommons.unl.edu/libphilprac/7964>
- Ekundayo, H.T., Akinsuroju, O.E., & Bamikole, O.I. (2024). Management leadership practices and academic staff productivity for sustainable national development in Nigeria. *Journal of African Education*, 5(2), 245-260. DOI:10.31920/2633-2930/2024/v5n2a13

- Ekundayo, H.T., & Oluyeye, O.O. (2020). Work incentives and job commitment among university lecturers in Ekiti State. *International Journal of Education, Learning and Development*, 8(6), 20-29.
- Ekwe, G.M., & Ugwu, L.U. (2023). Quality assurance as a predictor of productivity and efficiency among academic staff of state universities in South East Nigeria. *ESUT Journal of Education*, 6(1), 132-141.
- Emina, K.A. (2021). Sustainable development and the future generations. *Social Sciences, Humanities and Education Journal*, 2(1), 57-71. DOI: 10.25273/she.v2i1.8611
- Herzberg, F. (1967). *The motivation to work*. 1st edition. London: John Wiley & Sons, Inc, 1-6.
- Idigo, P.I. (2023). Incentives and performance of workers in tertiary institutions in Anambra and Enugu State, Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, 11(1), 6-20.
- Idika, D. (2023). *Reward system and lecturers' productivity: implication for sustainable tertiary education*. https://www.academia.edu/127932216/Reward_System_and_Lecturers_Productivity_Implication_for_Sustainable_Tertiary_Education (Published 2 May, 2023)
- Idongesit, O.E., Oto, E.E., & Abdullahi, M.S. (2022). Leadership and sustainable human capital development in Nigerian Universities. *Science Journal of Business and Management*, 10(1), 30-35. doi: 10.11648/j.sjbm.20221001.15
- Igbadumhe, A.F., Adeniji, A.A., Osibanjo, A.O., Falola, H.O., Salau, O.P. & Ohunakin, F. (2020). Remuneration as a predictor of Jobhopping Intention: Implication for teaching engagement of academics among selected universities in Nigeria. *Academy of Strategic Management Journal*, 19(5), 1-20. <https://www.abacademies.org/>
- Ilika, O.M., Okoye & C.O., & Michael, U.I. (2025). Digital resources usage and publication output of academic staff: sustainable development. *Journal of Science Technology and Education*, 13(2), 379-391.

- Iyamu, E., & Eziechine, C.U. (2024). Reward management system on business educators' job retention and productivity in higher institutions of learning in Delta State Nigeria. *Journal of Educational Research on Children, Parents & Teachers*, 5(1), 1-9. <https://ercptjournal.org>
- Isaac-Philips, M.M., & Mohammed, M.O.B. (2024). Quality assurance practices, administrative effectiveness and academic staff productivity in Tertiary Institutions in Lagos State, Nigeria. *Educational Perspectives*, 12(3), 1-10. <https://educationalperspectives.org.ng>
- Joshua, Y., Ayansina, S.O., Alabi, O.S., Oose, M.O., & Adegboyega, O.S. (2020). *Effects of compensation practices on academic staff's job performance in Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. Journal of Humanities, Social Sciences and Creative Arts*, 15(1), 208-219. <https://journal.funaab.edu.ng/index.php/JHSSCA/article/view/2089>
- Lawal, U.S., Hassan, I., Usman, S. & El-Rufa'I, H.S. (2022). Job satisfaction and productivity as correlates of quality health workforce training for achieving sustainable development health goals in Kaduna State. *African Journal of Humanities & Contemporary Education Research*, 4(2), 32-43.
- Magaji, N., Akpa, V.O., & Ogundiwin, I.J. (2021). Effect of compensation packages and work life balance on employee retention of selected private universities in Ogun State, Nigeria. *International Journal of Research Science & Management*, 8(8), 61-72.
- Musa, K., Bakare, A.A., Isah, F.I., Oyabambi, A., Aduku, A.E., & Owolola, Q. (2025), Reward system: Does base salary influence the performance of academic staff in selected private universities in North-Central Nigeria? *Journal of Information Systems Engineering and Management*, 10(39s), 1119-1136.
- Nkwede, J.O., Nwoba, M.O., & Ekuma, K.J. (2022). Salary disparities and employees' productivity in Nigeria. *Journal of Humanities and Social Science*, 27(7), 1-10. <https://www.iosrjournals.org/iosr-jhss/papers/Vol.27-Issue7/Ser-5/A2707050110.pdf>
- Nosiri, U.D., & Olaolu, B.O. (2024). Influence of compensation on job satisfaction and performance of academic staff in Adeyemi Federal University of Education, Ondo. *Journal of Educational Innovation and Practice*, 8(3), 28-36

- Nzeadibe, N.G., & Akpa, V.O. (2021). Remuneration and employee productivity of selected private universities in Ogun State, Nigeria. *International Journal of Trend in Scientific Research and Development*, 5(4), 505-510. URL: www.ijtsrd.com/papers/ijtsrd42335.pdf
- Obono, E.E., & Eteng, U.E. (2025). Staff remuneration as correlate of lecturers' job satisfaction in public universities in Cross River State, Nigeria. *Journal of Contemporary Research*, 4(1), 168-176.
- Okoro, O.P., Chuka, E.C., Ononiwu, P.N., Ibe, G.N., & Jekayinfa, I.A. (2023). *Impacts of Reward System on Job Performance of Business Education Lecturers in Federal Colleges of Education in South South Nigeria*, Available at <https://bvejournals.org/wpcontent/uploads/2023/05> (Published 4 May, 2023)
- Olobia, O.R., Asiyai, R.I., & Akporehe, D.A. (2025). Influence of lecturers' capacity building on job productivity in universities in Delta and Edo States, Nigeria. *International Journal of Academic and Applied Research*, 9(4), 337-343.
- Onuorah, H.C., & Azubuike, O.R. (2024). Perceived impact of staff orientation exercises on lecturers' productivity in public universities in Anambra State. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(2), 267-271.
- Onyeka, R.O., Asiyai, R.I., & Anho, J.E. (2025). Professional development as a predictor of teachers' productivity in public secondary schools in Bayelsa and Delta States. *International Journal of Research Publication and Reviews*, 6(6), 10416-10423
- Ossai, A.G., & Nwalado, E.N. (2012). Gender equality and sustainable development in Nigeria. *International Journal of Research Development* 1(1), 157-165 [http://www.globalacademicgroup.com/journals/approaches/Gender Equality and Sustainable Developmentin Nigeria.pdf](http://www.globalacademicgroup.com/journals/approaches/Gender%20Equality%20and%20Sustainable%20Developmentin%20Nigeria.pdf)
- Otohinoyi, S., Idris, M., & Adejo, O. (2023). An assessment of earned academic allowances component of ASUU/FGN 2009 agreement on industrial harmony in the Nigerian Federal Universities. *Lapai International Journal of Administration*, 5(2), 1-15. <https://ojs.ibbu-journals.com.ng/index.php/lijad/article/download/984/981/4903>

- Oyewole, T.A., Ayeni, A.O., & Popoola, B.G. (2024). Perceived influence of job security on lecturers' productivity in public polytechnics in South West, Nigeria. *Unizik Journal of Educational Management and Policy*, 6(5), 30-40.
- Salau, O., Worlu, R., Osibanjo, A., Adeniji, A., Atolagbe, T. & Salau, J. (2021). *Determinants of retention strategies and sustainable performance of academic staff of governmentowned universities in Nigeria* [version 2; peer review: 2 approved] F1000Research 9(902), 2021, 1-19. <https://doi.org/10.12688/f1000research.25011.2>
- Shehu, G.S.I., Ayobola, A., & Maina, B.A. (2015). Impact of training programmes on job performances of staff in Nigerian Colleges of Education: A strategy for full productivity and sustainable development in Nigeria. *International Journal of Strategic Research in Education, Technology and Humanities*, 2(1), 33-52.
- Sam-Eleyi, F.O. (2025). ICT and leadership trainings as determinants of job productivity of business education lecturers in state-owned universities in South-South, Nigeria. *International Journal of Advancement in Education, Management, Science and Technology*, 8(1), 1-15.
- Tafese, M.B., Kopp, E. & Likassa, H.T. (2024). Building a sustainable future: Investigating the role and contributions of higher education institutions instructors in promoting social sustainability, empirical evidence from Ethiopia. *Education Sciences*, 14(11), 1-24. <https://doi.org/10.3390/educsci14111195>
- Umeh, U.F., Iyoha, D.O., & Aguh, H.C. (2023). Influence of financial reward on job satisfaction among business educators in public universities in Nigeria. *ISRG Journal of Economics, Business, and Management*, 1(1), 7-12.
- Zayum, S.S., Aule, O. & Teslim, A.k. (2018), *Training and employee productivity in the Benue State Ministry of Agriculture, Nigeria*. *British Journal of Multidisciplinary and Advanced Studies*, 2(1), 1-10.
- Ogbaga, F., Okorie, I.B., & Eyo, E. (2021). *Business education for sustainable development in Nigeria*. *Global Journal of Education, Humanities and Management Sciences*, 3(1), 184-192.