PERCEIVED INFLUENCE OF JOB SECURITY ON LECTURERS' PRODUCTIVITY IN PUBLIC POLYTECHNICS IN SOUTH WEST, NIGERIA

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Abstract
This study was carried out to determine the influence of Job Security (JS) on LP in PPs in south west Nigeria. Descriptive design was used. Multi-stage sampling procedure was adopted. Four states (Ondo, Ogun, Osun and Lagos) that had federal and state polytechnics were purposively selected, while the four federal polytechnics were enumerated and non-proportional to size technique was used to select six state polytechnics. Proportionate to size was used to select 540 Lecturers, seventy (70) Heads of Department(HoDs) and nine hundred and twenty-three (923) students. The instrument used were LP and JS questionnaires for Lecturers, HoDs and students. The study's reliability of the instrument on LP and JS was r=0.68. TQ and Students Project Supervision's reliability result were r=0.73 & r=0.70 for lecturers and students questionnaires respectively. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation was used to analyse the three research questions raised. The CS ($\bar{x}$=2.34) was low, 74.1% of lecturers did not publish in textbooks, while TQ ($\bar{x}$ =2.89; $\bar{x}$ = 2.89; $\bar{x}$ = 2.93) and lecturers' commitment to SsPS ($\bar{x}$ =2.85; $\bar{x}$ = 2.89; $\bar{x}$ = 2.77) as rated by lecturers, HoDs and students respectively were moderate in PPs. Salary ($\bar{x}$ =2.15) implies that lecturers are not satisfied with their salary payment; CsS ($\bar{x}$= 2.30), this result implies that lecturers are not satisfied with the conditions of service in their various polytechnics. Job security enhanced lecturers' productivity in public polytechnics in southwestern Nigeria. Therefore, government should increase subvention, research grant and conditions of service to public polytechnics' lecturers for improved productivity.

Introduction

Lecturer productivity is measured in terms of teaching output, research output, community service and students project supervision. It appears that polytechnic education which is not only an instrument of change but also an important tool for economic growth and national development has not been given proper attention by the government of the

Federal Republic of Nigeria (Audu, Kamin, and Balash, 2013). Hence, this appears to have resulted in low lecturer productivity in these institutions.

The Federal Republic of Nigeria (2013) stated clearly in its National Policy on Education that goals of polytechnics shall be to provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria and give training that impart the necessary skills for the production of technicians, technologists, and other skilled personnel who shall be enterprising and self-reliant. However, it seems that low lecturer productivity has made it difficult for the objectives to be met. This statement is in line with submission of Ayeni (2003) who revealed that the neglect of scientific and technical aspects of education have greatly affected the production of both middle and high level manpower vis-à-vis the industrial development in Nigeria.

Therefore, the main expectation of lecturers engaged in polytechnic education should revolve around teaching, research, community service and project supervision which are the main indices for measuring lecturer productivity in Polytechnics, but these indices of productivity appear to be under threat in the public polytechnics in Southwestern Nigeria in particular and Nigeria in general. This statement was in support of Halilu and Wilson (2018) who revealed that lecturers in polytechnics are not doing well in the area of teaching, research, community service and supervision of students' projects.

In recent times, there has been diverse opinion on the products of polytechnics looking for white collar jobs in Nigeria but graduates of polytechnics are not supposed to be looking for white collar jobs, rather these graduates are expected to be trained to become employers of labour as well as technologists who are capable of operating machines and equipments in the various companies in Nigeria. Therefore, this is an evidence that lecturers in polytechnics are perceived not to be productive enough for the objectives of establishing polytechnics to be achieved (Okwelle and Wordu, 2016).

Polytechnic lecturer productivity could be ascertained in terms of teaching, research and community service including supervision of students' projects which seem to be declining in public polytechnics in Southwestern Nigeria. Personal investigations have revealed that not all the lecturers in public polytechnics are doing what is right always when it comes to teaching to achieve the polytechnic education's objectives. According to Ogunkoya, Enyi and Aremu (2020) some lecturers in polytechnics were not teaching as expected of them. Therefore, this act might result to poor contributions of the students to economic growth of the country after they graduated from the polytechnics.

Another measurement of productivity centres around research and publications, which appear to be handled with levity by some lecturers in the public polytechnics and this, might result to academic irregularities in these institutions. It is a known fact, that academic institutions primarily measure research productivity based on published work, externally funded grants, and the number of citations the published work received. However, it has been observed that some lecturers do not engage in writings and publications, instead, they seek the assistance of other colleagues in other institutions to include their names while they pay the bills. The aftermath effect of this is that such lecturers would not be productive in their areas of specialisations (Ozengbe and Omonkalo, 2014 and Ogunkoya, Enyi and Aremu, 2020).

Also productivity is measured by community service, though lecturers' services to their community may be undervalued in comparison to research and teaching. Community engagement which is perceived as additional activities undertaken by lecturers to contribute positively to the community well-being appears to be lacking in polytechnics in Southwestern Nigeria. It was observed that lecturers' participation in community service is very low.

Azila-Gbettor, Mensah and Avorgah (2015) revealed in their study, perceptions of students and supervisors on the interplay of institutional-student-supervisor related factors that militate against the writing and completions of quality project in polytechnics in which it was shown that student-supervisor relationship was not cordial and it would affect the objective of writing the project in particular and objective of polytechnic education in general.

Personal observation has shown that some lecturers in the polytechnics are working under the fear that their appointment could be terminated without prior notice, especially the temporary ones among them. Therefore, these lecturers do not work up to full capacity, consequently, their productivities in terms of teaching and research, project supervision and contribution to the institutions are likely to be affected. It also appears that many lecturers are not working in full capacity because their appointment is on contract. The contract lecturers are not guaranteed job security, and this problem could result to poor or low productivity with respect to teaching, research publications, community service and students' project supervision. Thus, in elaborating on staff discontent, Akpan (2013) noted that, if academic staff experience job dissatisfaction they would become frustrated, apathetic and their morale would be killed and this could affect their commitment.

The empirical studies conducted by Halilu and Wilson (2018) on productivity of academic staff in polytechnics in North West Geo- Political Zone in Nigeria revealed that productivity of lecturers was low. Also, this finding corroborates the findings of Abba, Anumaka and Gaite (2016) on leadership practices and productivity of academic staff in polytechnics in Nigeria. The results of the findings showed that the two leadership practices explained 3.8% of the variation in lecturer productivity. Also,Onuegbu and Ngige (2018) revealed that employees rewards policies gain significantly affect organisational productivity. Bigirimana (2016) who revealed that top management has provided most of the physical facilities for the lecturers. However, office spaces for students mentoring and guidance as well as lecturers 'office sharing were not adequate. The same applied for lecturers' research/study room. In addition, the findings showed that the majority of lecturers (65.8%) disagreed on existence of progression periodic salary increment and a majority of them (56%) did not agree to availability of in-house skills training.

The result of the analysis of hypothesis of this study was in support of Akande (2014) revealed that prompt payment of salaries, regular promotion, attending regular training programme had significant influence on teachers' productivity. In the same vain, the result of the analysis of this study was in support of that of Issah, Abubakari and Wuptiga (2016) who revealed a significant relationship of variable for status of school facilities and lecturers academic job stress sources. Results of hypothesis tested that status of school facilities influence lecturer job stress significantly. It was concluded that adequate or complete lack of academic facilities for state of the time would not only impair academic productivity but rather exert undue stress on lecturers and available facilities. The result of this study also corroborated Ayeni, Jaiyeoba and Atanda (2008) who revealed there was a significant relationship between office space and productivity. Also, the study supported that of Daniel et al (2019) who revead in the result of their findings that there was strong positive relationship which was significant, This implies that, work environment had significant relationship with lecturer productivity in higher education institution.

Agba (2007) who revealed among other things that although the policy is partially implemented, it has boosted the morale of works and enhance productivity through positive change in work attitude. Furthermore, the study shows that increase in salaries through monetized benefits is not sufficient to meet the basic needs of workers in the face of rising cost of living. The study also discovered that the incidence of frustration, fear and anxiety in the polytechnic work force is due to the retrenchment component of the policy and this is

bound to have a negative effect on workers' productivity. Despite the fact that scholars had worked on each variables of job security, there is deart of research conducted on polytechnics that connected job security and lecturer productivity in polytechnics. Therefore, this research is focused on relationship between job security and lecturer productivity in public polytechnics in Southwestern Nigeria.

Statement of the Problem

Low lecturer productivity is a strong factor that could hinder the achievement of the goals of polytechnic education in Nigeria on imparting technological skills for technicians, technologists and other skilled personnel that could decide to be self-reliant, especially the middle level technical manpower. The level productivity of lecturers in polytechnics in terms of teaching, research, community service and supervision of students' projects has been perceived to be generally low. It is suspected that the teaching methods adopted by polytechnic lecturers are not appreciated and could make it difficult for students to acquire the necessary skills.

Furthermore, not much has been done to investigate job security and productivity of lecturers in public polytechnics in Southwestern Nigeria. The perceived aspect that has affected productivity of lecturers in public polytechnics is the job insecurity which is low when compared to other sectors of the Nigerian economy. If the identified problems are not given due consideration, it may lead to brain drain among lecturers.Thus, this research investigated the the relationship between job security and lecturer productivity in public polytechnics in southwestern Nigeria.

Objectives

The objectives of the study were to:

1. examine the level of productivity of lecturer in the public polytechnics in southwestern Nigeria;
2. investigate the extent of implimentation of conditions of service in public polytechnics in Southwestern Nigeria; and
3. find out the regularity of payment in public polytechnics in Southwestern Nigeria.

Research Questions

The following research questions were answered to guide the study.

1) What is the level of lecturer productivity in public polytechnics in southwestern Nigeria?
2) What is the extent of implimentation of conditions of service in public polytechnics in Southwestern Nigeria?
3) How regular is the payment of salary in public polytechnics in Southwestern Nigeria?

Methodology

This study adopted descriptive design. The population of this study comprised the entire lecturers in the seventeen (17) public polytechnics in the six states in Southwestern Nigeria. There were four thousand five hundred and twenty-two (4522) Lecturers in the seventeen (17) public polytechnics which comprises five federal and twelve (12) state polytechnics in the Southwestern Nigeria. The study adopted the use of multi-stage sampling procedure of which five hundred and forty (540) lecturers were used for the research. The data obtained from the field were analysed using descriptive statistics of frequency counts, simple percentages, mean and standard deviation for the research questions. The mean score of 2.5 was regarded as low/less while mean score above 2.5 was regarded as moderate/ high.

Results

Research Question 1. What is the level of lecturer productivity in public polytechnics in Southwestern Nigeria?

Table 1: Level of lecturer productivity in terms of teaching quality in public polytechnics as Rated by HoD

S/N	Items	VH	H	M	NH	Mean	S.D
1	Lecturers in my department go to class with lecture notes	40 (67.8)	17 (28.8)	1 (1.7)	1 (1.7)	3.63	0.613
2	Courses are taught by lecturers with different lecture materials in accordance with lecture plan	40 (67.8)	17 (28.8)	1 (1.7)	1 (1.7)	3.63	0.613
3	Lecturers offer simple, clear and concise explanation during lectures	28 (47.5)	27 (45.8)	1 (1.7)	3 (5.1)	3.63	0.760
4	Lecturers in my department attend to students according to their requests	21 (35.6)	23 (39.0)	10 (16.9)	5 (8.5)	3.02	0.938
5	Lecturers in my department make sure that examination results are always ready within a very short time	26 (44.1)	29 (49.2)	2 (3.4)	2 (3.4)	3.34	0.710
6	Related resources are used in large quantity by lecturers	29 (49.2)	24 (40.7)	4 (6.8)	2 (3.4)	3.36	0.760
7	Lecturers attend to students based on their consultation period	12 (20.3)	23 (39.0)	19 (32.2)	5 (8.5)	2.71	0.892
8	Some of the lecturers are not friendly	7 (11.9)	16 (27.1)	16 (27.1)	20 (33.9)	2.71	0.892
9	Lecturers do extra teaching if it is necessary	13 (22.0)	32 (54.2)	12 (20.3)	2 (3.4)	2.95	0.753
10	Lecturer cover syllabus on time	17 (28.8)	34 (57.6)	8 (13.6)	– (0.0)	3.15	0.638
11	Some lecturers do not give adequate time to students' project supervision	5 (8.5)	9 (15.3)	16 (27.1)	29 (49.2)	1.83	0.985
12	Lecturers allow students to consult them regularly	14 (23.7)	38 (64.4)	4 (6.8)	3 (5.1)	3.07	0.716
13	Some lecturers do not come to work regularly and it is always difficult for their supervisees to have direct contact with them at a regular interval	3 (5.1)	8 (13.6)	27 (45.8)	21 (35.6)	1.88	0.832
14	Lecturers are not friendly with their students on project supervision	6 (10.2)	4 (6.8)	19 (32.2)	30 (50.8)	1.76	0.971
15	My lecturers do motivate diligent	24 (40.7)	27 (45.8)	6 (10.2)	2 (3.4)	3.24	0.773
16	Lecturers hardly help students to publish their work	5 (8.5)	9 (15.3)	26 (44.1)	19 (32.2)	2.00	0.910
17	Benchmarks are established by the lecturers for students to achieve within a specific period of time by lecturers	21 (35.6)	27 (45.8)	10 (16.9)	1 (1.7)	3.15	0.761
	Average Mean = 2.89						

Note: Percentages in parentheses
Key: ***VH = Very High; H= High; Moderate = M; NH = Not High***
Note: *Mean response ranges from* ***Note: Not High= 0 -2.4; Moderate =2.5-3.0; High=3.1- 3.4; Very High=3.5 - 5.0***

The level of lecturer productivity in public polytechnics in Southwestern Nigeria as rated by lecturers, this was revealed under three indicators, and these are teaching, community service and project supervision. On the teaching, the average mean of teaching as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$ = 2.68, which implies that the respondents submitted it was moderate.

On the supervision of final year project, the average mean ($\bar{x}$) of project supervision as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$ = 2.85, which implies that the respondents submitted that project supervision was moderate.

On the community service of lecturers, the average mean ($\bar{x}$) of community service as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$=2.34, which implies that the respondents submitted that community service was not high in public polytechnics in Southwestern Nigeria.

Table 2: Level of lecturer productivity in terms of teaching quality and supervision of project as rated by Students

S/N	Items	VH	H	M	NH	Mean	S.D
1	Lecturers come to class with lecture notes	470 (55.2)	267 (31.4)	53 (6.2)	61 (7.2)	3.35	0.884
2	Courses are taught by lecturers with different lecture materials in accordance with lecture plan	519 (61.0)	252 (29.6)	51 (6.0)	29 (3.4)	3.48	0.758
3	Lecturers offer simple, clear and concise explanations during lectures	403 (47.4)	305 (35.8)	90 (10.6)	53 (6.2)	3.24	0.878
4	Lecturers attend to students according to their requests	315 (37.0)	336 (39.5)	128 (15.0)	72 (8.5)	3.05	0.926
5	Lecturers make sure that examination results are always ready within a very short time	306 (36.0)	313 (36.7)	125 (14.7)	107 (12.6)	2.96	0.705
6	Related resources are used in large quantity by lecturers	294 (34.5)	329 (39.7)	143 (16.8)	85 (10.0)	2.98	0.956
7	Lecturers attend to students based on their consultation period	299 (35.1)	287 (33.7)	187 (22.0)	78 (9.2)	2.95	0.968
8	Some lecturers are not friendly	274 (32.2)	286 (33.6)	153 (18.0)	138 (16.2)	2.82	0.812
9	Some time, lecturers do arrange for extra lecture when necessary	362 (42.6)	259 (30.4)	149 (17.5)	81 (9.5)	3.06	0.989
10	My lecturers cover syllabus on time	324 (38.1)	346 (40.6)	120 (14.1)	61 (7.2)	3.10	0.894
				Average Mean = 3.09			
	Project Supervision						
1	Some lecturers do not give adequate time to students' project supervision	236 (27.7)	231 (27.1)	220 (25.9)	164 (19.3)	2.63	0.817
2	Lecturers allow students to consult them regularly	309 (36.3)	350 (41.1)	118 (13.9)	74 (8.7)	3.05	0.921
3	Some lecturers do not come to work regularly and it is always difficult for their supervisees to have direct contact with them at a regular interval	186 (21.9)	239 (28.1)	215 (25.2)	211 (24.8)	2.47	0.880
4	Lecturers are not friendly with their students on project supervision	162 (19.0)	265 (31.2)	211 (24.8)	213 (25.0)	2.44	0.811
5	My lecturers do motivate diligent students	430 (50.6)	280 (32.9)	71 (8.3)	70 (8.2)	3.26	0.923
6	Lecturers hardly help students to publish their work	196 (23.0)	273 (32.1)	240 (28.2)	142 (16.7)	2.61	0.823
7	Benchmarks are established for students to achieve within a specific period by lecturers	284 (33.5)	299 (35.1)	174 (20.4)	94 (11.0)	2.91	0.986
	Average Mean = 2.77						
	Grand Mean=2.93						

Note: ***Percentages in parentheses***

Table 2 showed level of lecturer productivity as related by students in public polytechnics in Southwestern Nigeria. This was revealed under two indicators, these are teaching and project supervision. On teaching, students revealed that the average mean of teaching as an indicator of level of productivity in public polytechnics was given as $\bar{x}$=3.09, which implies that the respondents submitted teaching as one of the indices of productivity as rated by the students was very high.

On project supervision, students revealed that the average mean of project supervision as an indicator of lecturer productivity in public polytechnics was given as $\bar{x}$=2.77, which implies

that the respondents submitted that supervision of project was high in public polytechnics as rated by students. The grand mean showed that lecturer productivity as rated by students was 2.93, which implies that the respondents submitted that lecturer productivity was high.

Table3: Level of lecturer productivity in terms of teaching quality, community service and supervision of students' projects in public polytechnics as rated by Lecturers

S/N	Items	VH	H	M	NH	Mean	S.D
	Teaching						
1	Attendance of lectures as and when due	307 (63.7)	109 (22.6)	33 (6.8)	33 (6.8)	3.43	0.89 1
2	Teaching in line with the content of the lecture plan	204 (42.3)	179 (37.1)	66 (13.7)	33 (6.8)	3.15	0.90 2
3	Teaching with appropriate teaching aids and/or device	234 (48.5)	149 (30.9)	33 (6.8)	66 (13.7)	3.14	0.84 1
4	Interest of students during lectures	209 (43.4)	174 (36.1)	66 (13.7)	33 (6.8)	3.16	0.90 6
5	Students are allowed to ask questions during and after lectures on the topic delivered	136 (28.2)	247 (51.2)	66 (13.7)	33 (6.8)	3.01	0.83 3
6	Students participation in lectures	203 (42.1)	170 (35.3)	76 (15.8)	33 (6.8)	3.13	0.91 6
7	Given attention to students during consultation time	20 (4.1)	120 (24.9)	182 (37.8)	160 (33.2)	2.00	0.86 5
8	Time allocated to teach course is inadequate to cover the syllabus.	40 (8.3)	100 (20.7)	189 (39.2)	153 (31.7)	2.06	0.92 5
9	Lecturers do extra teaching if it is necessary	170 (35.3)	117 (24.3)	119 (24.7)	76 (15.8)	2.79	0.90 1
10	Lecturers cover syllabus on the course(s) assigned to them before the commencement of end of semester examinations	150 (31.1)	200 (41.5)	66 (13.7)	66 (13.7)	2.90	0.99 4
		Average Mean= 2.68					
S/N	**Project Supervision**						
1	Students assigned to me for project supervision are given adequate attention.	300 (62.2)	73 (15.1)	76 (15.8)	33 (6.8)	3.33	0.97 4
2	My supervisees are allowed to consult me anytime they see me in office.	223 (46.3)	160 (33.2)	33 (6.8)	66 (13.7)	3.12	0.92 1
3	I am always available to attend to my supervisees.	94 (19.5)	182 (37.8)	173 (35.9)	33 (6.8)	2.70	0.86 0
4	My supervisees are given priority over my secondary assignment.	20 (4.1)	180 (37.3)	216 (44.8)	66 (13.7)	2.32	0.75 9
5	I motivate my students to devote time to their study.	138 6(28. 6)	212 (44.0)	99 (20.5)	33 (6.8)	2.94	0.87 4
6	I help my supervisees to publish their work.	30 (6.2)	163 (33.8)	269 (55.8)	20 (4.1)	2.42	0.67 2
7	I establish benchmarks to be achieved by my supervisees without delay,	201 (41.7)	172 (35.7)	66 (13.7)	43 (8.9)	3.10	0.95 0
		Average Mean=2.85					
	Community Service						
1	As a member of staff of this Polytechnic, I participate in community service	127 (26.3)	195 (27.1)	63 (13.1)	97 (20.1)	2.73	0.90 3
2	I have participated in community improvement programmes as a member of this Polytechnic.	30 (6.2)	246 (51.0)	96 (19.9)	110 (22.8)	2.41	0.90 8
3	I am involved in offering training substitution and mobilization services to communities.	30 (6.2)	146 (30.3)	229 (47.5)	77 (16.0)	2.27	0.80 1
4	I am involved in promoting the civic duties of the community.	93 (19.3)	162 (33.6)	73 (15.1)	154 (32.0)	2.40	0.85 2
5	I am involved in collaboration with community for useful services.	73 (15.1)	202 (41.9)	96 (19.9)	111 (23.0)	2.49	0.83 2
6	As a member of staff I am involved in	50	106	150	176	2.06	0.99

	training the youth in community activities.	(10.4)	(22.0)	(31.1)	(36.5)		9
	Average Mean = 2.34						
	Grand Mean=2.63						

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

Table 3 showed the lecturer productivity in public polytechnics in Southwestern Nigeria as rated by lecturers, this was revealed under three indicators, and these are teaching, community service and project supervision. On the teaching, the lecturers revealed that the average mean of teaching as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$ =2.68, which implies that the respondents submitted it was moderate.

On project supervision, the lecturers revealed that average mean of project supervision as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$=2.85, which implies that the respondents submitted that project supervision was moderate. On community service, the lecturers revealed that the average mean of community service as an indicator of level of lecturer productivity in public polytechnics was given as $\bar{x}$= 2.34, which implies that the respondents submitted that community service was not high in public polytechnics in Southwestern Nigeria.

Responses of lecturers on research outputs revealed are shown in the table above

Answer to research questions two and three are shown below:

Table 4: Extent of Salary and conditions of Sevice implimentation in public Polytechnics in South West, Nigeria

S/N	Salary						
	Items	**VH**	**H**	**M**	**NH**	**Mean**	**S.D**
1	I promptly get reasonable additional monetary compensation for over time service.	46 (16.8)	30 (10.9)	69 (25.2)	129 (47.1)	1.97	0.821
2	I receive equitable and adequate pay based on changing economic, commercial and competitive conditions.	19 (6.9)	53 (19.3)	88 (32.1)	114 (41.6)	1.92	0.940
3	I receive equitable and adquate pay on schedule.	15 (5.5)	58 (21.2)	91 (33.2)	110 (40.1)	1.92	0.910
4	lecturers are paid based on rank.	101 (36.9)	52 (19.0)	63 (23.0)	58 (21.2)	2.72	0.790
5	I get reasonable additional monetary compensation on time for extra teaching.	19 (6.9)	82 (29.9)	48 (17.5)	125 (45.6)	1.98	0.918
6	My salary is not paid completely.	37 (13.5)	21 (7.7)	99 (36.1)	117 (42.7)	1.82	0.820
7	I need increase in salary.	82 (29.9)	92 (33.6)	34 (12.4)	66 (24.1)	2.69	0.739
	Average Mean = 2.15						
	Condition of Service						
	Items	**VH**	**H**	**M**	**NH**	**Mean**	**S.D**
1	Our campus is safe and it is free of cult activities.	113 (41.2)	48 (17.5)	56 (20.4)	57 (20.8)	2.79	0.718
2	My office is comfortable.	36 (13.1)	82 (29.9)	102 (37.2)	54 (19.7)	2.36	0.944
3	I have access to items needed for the smooth running of my job.	30 (10.9)	51 (18.6)	150 (54.7)	43 (15.7)	2.25	0.850
4	My work place is always clean.	50 (18.2)	50 (18.2)	67 (24.5)	107 (39.1)	2.16	0.833
5	My Head of Department informs me about activity(ies) of our Department.	52 (19.0)	54 (19.7)	57 (20.8)	111 (40.5)	2.17	0.765
6	I am challenged to improve and reinforce my quality of performance due to educational assistance.	47 (17.2)	82 (29.9)	86 (31.4)	59 (21.5)	2.43	0.811
7	I am challenged to improve and reinforce my quality of performance due to flexible work arrangements	64 (23.4)	91 (33.2)	56 (20.4)	63 (23.0)	2.57	0.850
8	The polytechnic has modern and comfortable lecturers chairs and tables.	12 (4.4)	33 (12.0)	173 (63.1)	56 (20.4)	2.00	0.708

9	There are adequate computer and internet facilities for lecturers to use in order to boost their productivity.	6 (2.2)	54 (19.7)	126 (46.0)	88 (32.1)	1.92	0.776
10	There are functional office phones provided by the polytechnic management for all lecturers.	6 (2.2)	37 (13.5)	116 (42.3)	115 (42.0)	1.76	0.766
11	The lecturers' offices are well ventilated	41 (15.0)	105 (38.0)	53 (19.3)	75 (27.4)	2.41	0.745
12	White board markers are adequately provided for my lectures.	88 (32.1)	100 (36.5)	46 (16.8)	40 (14.6)	2.86	0.728
13	I am supplied enough printing papers regularly.	10 (3.6)	56 (20.4)	76 (27.7)	132 (48.2)	1.80	0.891
14	I have a stapler in my office.	74 (27.0)	83 (30.3)	42 (15.3)	75 (27.4)	2.57	0.757
15	The polytechnic management makes provision for counselling unit on campus for guidance of students.	78 (28.5)	90 (32.8)	33 (12.0)	73 (26.6)	2.63	0.758
16	Office sharing between lecturers is appropriate.	79 (28.8)	55 (20.1)	89 (32.5)	51 (18.6)	2.59	0.793
17	The office layout favours spontaneous interaction.	49 (17.9)	149 (54.4)	40 (14.6)	36 (13.1)	2.77	0.895
18	The polytechnic library has adequate and relevant books.	57 (20.8)	51 (18.6)	115 (42.0)	51 (18.6)	2.42	0.817
19	There are designated research room for lecturers.	12 (4.4)	26 (9.5)	119 (43.4)	117 (42.7)	1.76	0.800
20	ICT facilities and materials are always available and lecturers have access to them.	15 (5.5)	35 (12.8)	120 (43.8)	104 (38.0)	1.86	0.842
	Average Mean = 2.30						

Key: ***VH = Very High; H= High; Moderate = M; NH = Not High***
Note: *Mean response ranges from* ***Note: Not High= 0 -2.4; Moderate=2.5-3.0; High =3.1- 3.4; Very High=3.5 - 5.0***

The Table showed level of salary and conditions of service in the public polytechnics in Southwestern Nigeria, this was revealed fewer than four indicators; these are salary and conditions of service.

On salary, the lecturers revalealed that the average mean of salary as an indicator of level of job security in state polytechnics was given as $\bar{x}$ =2.15 which implies that the respondents submitted that salary was not high in state polytechnics in Southwestern Nigeria.

On conditions of service, the lecturers revealed that the average mean of conditions of service in state polytechnics was given as $\bar{x}$ =2.30, which implies that the respondents submitted that conditions of service was not high in state polytechnics.

Discussions

Lecturer productivity (teaching output, research output, sudents' project supervision and community service) in public polytechnics in Southwestern Nigeria

The finding of this study was in line with the report of the previous studies of Halilu and Wilson (2018) on productivity of academic staff in polytechnics in North West Geo-Political Zone in Nigeria that productivity of lecturers was low. Also, this finding corroborates the findings of Abba, Anumaka and Gaite (2016) on leadership practices and productivity of academic staff in polytechnics in Nigeria. The results of the findings showed that the two leadership practices explained 3.8% of the variation in lecturer productivity. The result of the analysis of the research question two revealed that salary of lecturers in public polytechnics is not adequate. This result supported Onuegbu and Ngige (2018) that employees rewards policies gain significantly affect organisational productivity.

The result of research question 2 & 3 was corroborated with that of Bigirimana (2016) who revealed that top management has provided most of the physical facilities for the lecturers. However, office spaces for students mentoring and guidance as well as lecturers 'office sharing were not adequate. The same applied for lecturers' research/study room. In

addition, the findings showed that the majority of lecturers (65.8%) disagreed on existence of progression periodic salary increment and a majority of them (56%) did not agree to availability of in-house skills training. Also, the result of the analysis of Research Question 3 which showed that salary of lecturers in public polytechnics in South West was not good enough (Average Mean= 2.15), this finding corroborated the finding of Akande (2014) that prompt payment of salaries, regular promotion, attending regular training programme had significant influence on teachers' productivity. In the same vain, the result of the analysis of this study on conditions of service (Mean=2.30) was in support of that of Issah, Abubakari and Wuptiga (2016) who revealed a significant relationship of variable for status of school facilities and lecturers academic job stress sources. It was concluded that adequate or complete lack of academic facilities for state of the time would not only impair academic productivity but rather exert undue stress on lecturers and available facilities.

The result of this study also corroborated Ayeni, Jaiyeoba and Atanda (2008) who revealed that there was a significant relationship between office space and productivity. Also, the study supported that of Daniel et al (2019) who revead in the result of their findings that there was strong positive relationship which was significant, This implies that, work environment had significant relationship with lecturer productivity in higher education institution.

Conclusion

The job security of lecturers in terms of salary, condition of service and fringe benefit in these polytechnics were also below average level. The condition of service (such as office accommodations, furniture and office equipments) were all affecting the lecturers' productivity in public polytechnics in Southwestern Nigeria. Finally, it was concluded that productivity of lecturers in public polytechnics in terms of teaching and project supervision was moderate and above average while research publications and community service of lecturers in federal and state polytechnics were below average. Lecturers in public polytechnics revealed that they are not satisfied with the salary they are earning and how the salaries are paid is not good for their welfare.

Recommendations

Based on the findings of the study, the following recommendations are made: government should give more grants to lecturers for research purposes. Welfare package of lecturers in public polytechnics should be given priority by the government at state and federal level. Government should ensure that salaries and fringe benefits of lecturers in public polytechnics are paid as and when due without delay so as for them to be more productive. Also federal and state government should take office accommodation and equipments of lecturers in public polytechnics more seriously for the improved productivity. In conclusion, research leave should be approved for polytechnic lecturers so that their productivity can increase.

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