



Educational Data Infrastructure and Productivity among Lecturers of Educational Management in Rivers State Universities

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Abstract

This study investigated the relationship between educational data infrastructure, specifically data accessibility and data literacy and lecturers' productivity in Rivers State universities, Nigeria. Guided by two research questions and two null hypotheses, the study adopted a correlational research design. The population comprised 111 lecturers from the Departments of Educational Management in Rivers State University and Ignatius Ajuru University of Education. The entire population was studied using the census sampling technique. Data were collected using a validated researcher-developed instrument titled Educational Data Infrastructure and Productivity Questionnaire (EDIPQ), which yielded reliability coefficients of 0.70 and 0.73 using Cronbach Alpha. Data were analyzed using Pearson Product Moment Correlation and multiple regression analysis at the 0.05 significance level. Findings revealed a moderate positive relationship between data accessibility and lecturers' productivity, and a strong positive relationship between data literacy and lecturers' productivity. The combined influence of both variables accounted for 42.5% of the variance in lecturers' productivity. The study concludes that effective data accessibility and enhanced data literacy are critical determinants of lecturers' productivity in higher education institutions. It recommends that university management should strengthen digital infrastructure to ensure seamless access to academic and administrative data and organize regular training programs to build lecturers' competencies in data analysis, interpretation, and application for evidence-based teaching and research.

Keywords: Data Accessibility, Data Literacy, Educational Data Infrastructure, Higher Education, Lecturers' Productivity.

Introduction

Productivity among lecturers in higher education is a key determinant of institutional performance, academic quality, and sustainable educational outcomes. It reflects the extent to which lecturers effectively utilize available resources, time, and technology to achieve teaching, research, and administrative goals (Ineye-Briggs & Kayii, 2025; Okeke & Nwosu, 2022). In contemporary universities, lecturer productivity increasingly depends on access to accurate and timely data that supports evidence-based decision-making, performance evaluation, and efficient instructional planning. Consequently, the integration of robust educational data

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
infrastructure has become essential for enhancing lecturers' effectiveness and institutional competitiveness (Babalola & Oladipo, 2023).

Educational data infrastructure provides the technological backbone for improving academic and administrative productivity. It comprises interconnected systems such as databases, data analytics platforms, governance frameworks, and skilled personnel that enable the collection, analysis, and application of educational data (Adarkwah, 2021; Olatunji & Abubakar, 2024). When effectively utilized, these systems help lecturers in Educational Management access relevant information for curriculum design, student assessment, and research collaboration, thereby increasing efficiency and output (Cheng, 2022; Ifinedo & Ayegba, 2023).

However, many higher education institutions in Nigeria still struggle with weak data infrastructures, limited digital competence among academic staff, and inadequate policy support for data-driven management (Eze & Orokpo, 2022; Mohammed & Ibrahim, 2024). These challenges constrain lecturers' ability to fully exploit the benefits of data systems, leading to reduced productivity and inefficiencies in teaching and research. Strengthening educational data infrastructure, therefore, is crucial for empowering lecturers of Educational Management to optimize their performance, contribute to institutional development, and enhance the overall quality of higher education.

The relationship between Educational Data Infrastructure (EDI) and lecturers' productivity is grounded in the principle that access to quality data and technology-driven systems enhances the efficiency and effectiveness of academic work (Cheng, 2022; Ifinedo & Ayegba, 2023). Educational Data Infrastructure provides the structural and technological foundation through which lecturers can access, process, and apply relevant information in their teaching, research, and administrative duties. Its core dimensions include, but are not limited to, data accessibility, data literacy, data governance, and technological capacity, which collectively influence how lecturers perform and manage their responsibilities (Olatunji & Abubakar, 2024).

Data accessibility ensures that lecturers can retrieve timely and reliable information on students, curricula, and institutional performance, thereby improving instructional planning and decision-making (Adarkwah, 2021). Data literacy, which involves the ability to interpret and apply educational data, enables lecturers to engage in evidence-based teaching and research practices (Aleru & Kayii, 2022; Okeke & Nwosu, 2022; Akpomi, Kayii & Nwile, 2022; Aleixo, Leal & Azeiteiro, 2018). Data governance establishes policies and standards that promote data accuracy, security, and ethical use, fostering a supportive environment for transparent and

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
accountable academic work (Mohammed & Ibrahim, 2024). Technological capacity, including the availability of modern analytical tools and digital platforms, enhances lecturers' ability to automate routine tasks, monitor outcomes, and collaborate effectively (Babalola & Oladipo, 2023; Eze & Orokpo, 2022).

When these components function effectively, they lead to higher levels of lecturer productivity manifested through improved teaching delivery, timely research output, enhanced student engagement, and greater administrative efficiency. Conversely, weak data systems and limited digital competence tend to reduce work efficiency, increase task duplication, and limit innovation. Therefore, a strong and integrated educational data infrastructure acts as a catalyst for enhancing lecturers' productivity and overall institutional performance in higher education (Cheng, 2022; Olatunji & Abubakar, 2024).

Accessibility and Lecturers' Productivity

Empirical evidence strongly supports that accessibility to educational data resources and digital infrastructure is a critical determinant of lecturers' productivity. Wordu and Uriri (2025) found a significant positive correlation between technological resource accessibility which includes access to digital resources, data analytics tools, cybersecurity systems, and resource management platforms and sustainable academic productivity among university lecturers. Their study emphasized that when lecturers are granted unhindered access to digital and data resources, their teaching, research, and administrative performance improves remarkably.

Similarly, Isah and Ayeni (2021) investigated the availability, accessibility, and functionality of ICT facilities in public colleges of education and discovered that accessibility serves as a major predictor of lecturers' productivity, particularly under the remote and online teaching environment introduced during the COVID-19 pandemic. They observed that inadequate access to ICT tools reduced lecturers' ability to prepare lecture content, deliver instruction effectively, and sustain student engagement.

In a related study, Ukachi, Adedokun, and Nongo (2025) explored the role of digitized library resources such as online journals, theses, and institutional repositories on research productivity among librarians. The study revealed that when such resources are easily accessible, research visibility, output, and citation rates significantly increase. Though focused on librarians, these findings resonate with lecturers in Educational Management, who similarly rely on digital access for scholarly engagement and collaboration.

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
Idowu and Eiriemiokhale (2020) discovered that despite the availability of electronic databases in Nigerian universities, many lecturers were unaware of or unable to fully utilize them. Consequently, accessibility in practice defined not just by physical availability but by awareness and usage, was limited. This gap undermined the benefits that data systems could offer to teaching and research productivity.

In another study, Okusanya, Obisanya, Adenuga, and Aderemi (2023) found that knowledge accessibility, how easily academic staff can locate, retrieve, and use institutional data and information has a strong positive correlation with organizational productivity. They noted that when institutional knowledge is inaccessible or fragmented, efficiency decreases, leading to redundant efforts and delayed outcomes. Collectively, these studies highlight that accessibility to educational data infrastructure is not merely a technical issue but a strategic enabler of productivity and innovation among lecturers.

Data Literacy and Lecturers' Productivity

Data literacy has emerged as an equally essential factor influencing lecturers' productivity in higher education institutions. Joseph, Abiodun, Okechukwu, and Obilor (2025) found that lecturers' digital literacy skills significantly predicted students' online learning outcomes during technology-enhanced instruction. Although their study focused on student outcomes, it implies that lecturers with high data literacy; who can analyse, interpret, and apply data effectively tend to perform better in online teaching and research contexts.

Madukoma et al. (2019) similarly reported that information literacy substantially influenced research productivity among social science and management lecturers. Academics with greater capacity to locate, evaluate, and apply information produced more high-quality research. This relationship parallels the data literacy construct, which encompasses the ability to interpret and use data for informed decision-making and scholarly output.

In a study of data management practices among university lecturers, Odigwe, Asuquo, and Owan (2020) found that lecturers' competencies in data storage, retrieval, sharing, and reuse jointly explained a large portion of the variance in research effectiveness, including publication output and citation impact. Their findings highlight that effective data handling, a key aspect of data literacy, enhances the efficiency and credibility of academic work.

Further, Alex-Nmecha and Egbo (2025) examined how information literacy predicts data literacy among academic library staff and found a strong and positive predictive relationship

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
between the two. While their focus was on librarians, the implications extend to lecturers in higher education, suggesting that those with strong information literacy foundations are better equipped to develop advanced data literacy competencies.

Wordu and Uriri (2025) reinforced this connection by showing that beyond mere access to technological tools, lecturers' ability to use data analytics software and interpret educational data; an integral component of data literacy that directly correlates with higher productivity levels. Likewise, Isah and Ayeni (2021) observed that lecturers with higher ICT and digital literacy skills demonstrated greater effectiveness in lesson delivery, task completion, and student interaction. Together, these findings emphasize that data literacy empowers lecturers not only to utilize data infrastructure effectively but also to transform data insights into meaningful academic and administrative outcomes. Empirical studies have consistently shown that both accessibility and data literacy, as dimensions of educational data infrastructure, significantly influence lecturers' productivity across various contexts (Wordu & Uriri, 2025; Joseph et al., 2025; Isah & Ayeni, 2021). However, much of the existing research tends to treat these variables independently or within the broader framework of ICT adoption without isolating their combined or interactive effects on lecturers in Educational Management. Moreover, previous studies have focused predominantly on general university lecturers or librarians, with limited attention to how Educational Management lecturers who play dual roles as administrators and academic planners utilize educational data infrastructure to enhance teaching, research, and institutional decision-making.

Additionally, while accessibility ensures the availability and ease of retrieving educational data, and data literacy enables users to interpret and apply such data effectively, the synergy between these dimensions in improving academic productivity remains underexplored in Nigerian universities. The contextual realities of infrastructural deficits, inconsistent data governance, and low digital competence among staff further complicate this relationship. Thus, there exists a clear gap in understanding how both accessibility and data literacy jointly predict lecturers' productivity within the framework of Educational Management—a discipline central to achieving educational efficiency and evidence-based planning.

Statement of the Problem

In today's data-driven academic environment, the productivity of university lecturers increasingly depends on their ability to access, interpret, and apply educational data for effective teaching, research, and administrative engagement. Despite the recognition of

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
educational data infrastructure as a critical enabler of institutional efficiency, many universities in Nigeria continue to grapple with inadequate digital systems, poor data accessibility, and limited data literacy among staff. These challenges often result in inefficient information management, duplication of efforts, delayed research processes, and suboptimal instructional delivery.

Although studies have established that accessibility and data literacy individually influence productivity, there remains insufficient empirical evidence on how these dimensions jointly enhance lecturers' productivity, particularly among Educational Management lecturers who rely heavily on data for planning and decision-making. Consequently, there is a pressing need to investigate how educational data infrastructure specifically through accessibility and data literacy relate the productivity of Educational Management lecturers in Rivers State universities.

Purpose of the Study

The purpose of this study is to investigate the relationship between Educational Data Infrastructure and Productivity among Lecturers of Educational Management in Rivers State universities. Specifically, the study sought to determine the:

1. Relationship between data accessibility and lecturers' productivity in Rivers State universities.
2. Relationship between data literacy and lecturers' productivity in Rivers State universities.

Research Questions

The following research questions were formulated to guide the study:

1. What is the relationship between data accessibility and lecturers' productivity in Rivers State universities?
2. What is the relationship between data literacy and lecturers' productivity in Rivers State universities?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

There is no significant relationship between data accessibility and lecturers' productivity in Rivers State universities.

There is no significant relationship between data literacy and lecturers' productivity in Rivers State universities.

Methodology

The study adopted a correlational research design, which was considered appropriate because it determined the relationship between facility planning (measured through indices of space utilization and infrastructure adequacy) and sustainable development in higher education institutions in Rivers State, since correlational design is suitable for establishing whether and to what extent variations in one variable are associated with variations in another without manipulating the study variables (Creswell & Creswell, 2018). The population comprised all 111 lecturers in the department of Educational Management Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The census sampling technique was used because of the manageable size of the population. Data were collected using a researcher-developed instrument titled Educational Data Infrastructure and Productivity Questionnaire (EDIPQ), which contained sections on data accessibility, data literacy, and productivity scale, with all items measured on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The instrument was subjected to face and content validation by three experts in Educational Management and Measurement and Evaluation, after which a pilot test was conducted on 20 academic staff from Niger Delta University, Yenegoa, Bayelsa State, and Cronbach's alpha was applied, yielding coefficients of 0.70 and 0.73 respectively, which were considered acceptable for internal consistency. Following ethical clearance and permission from the selected universities, the researcher personally administered the questionnaire with the help of two trained assistants, assured respondents of anonymity and confidentiality, and retrieved the completed copies immediately or within an agreed timeframe. Data collected were analysed using Pearson Product-Moment Correlation and regression analysis to answer the research questions and test the hypotheses at 0.05 significance level, with correlation establishing the strength and direction of relationships, and regression assessing the predictive power of space utilization and infrastructure adequacy on sustainable development.

Results

The results of the study are presented according to the research questions and their corresponding null hypotheses. For clarity and ease of interpretation, the findings for each research question and the test of its related hypotheses are presented together in the same table, followed by explanations and decisions based on the statistical outcomes.

Research Question One: 1. *What is the relationship between data accessibility and lecturers' productivity in Rivers State universities?*

Table 1: Summary of Pearson Product Moment Correlation Coefficient on the Relationship between data accessibility and lecturers' productivity in Rivers State universities

	data accessibility	lecturers' productivity	Level of Correlation
data accessibility	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	N	98	98
Lecturers' productivity	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	N	98	98

Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025.

Table 1 reveals that the Pearson Product Moment Correlation Coefficient between data accessibility and lecturers' productivity is $r = 0.462$, with a p-value of 0.000, which is less than the 0.01 level of significance. This indicates a moderate positive relationship between data accessibility and lecturers' productivity in universities in Rivers State. This means that as access to relevant academic and administrative data improves, lecturers tend to perform better in their teaching, research, and administrative tasks. Easy access to data enhances lecture preparation, evidence-based decision-making, and overall academic output, thereby improving productivity levels among lecturers.

Hypothesis One: There is no significant relationship between data accessibility and lecturers' productivity in Rivers State universities

Given that the p-value (0.000) is less than the 0.05 significance level, the null hypothesis (H_0) is rejected. Therefore, it is concluded that there is a significant relationship between data accessibility and lecturers' productivity in Rivers State universities.

Research Question Two 2: *What is the relationship between data literacy and lecturers' productivity in Rivers State universities?*

Table 2: Summary of Pearson Product Moment Correlation Coefficient on the Relationship between data literacy and lecturers' productivity in universities

	Data Literacy	Lecturers' productivity	Level of Correlation
Data Literacy	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	98	98
Lecturers' productivity	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	98	98

Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025.

Table 2 shows that the Pearson Product Moment Correlation Coefficient between data literacy and lecturers' productivity is $r = 0.593$, with a p-value of 0.000, which is less than the 0.01 level of significance. This indicates a strong positive relationship between data literacy and lecturers' productivity in universities in Rivers State. This means that lecturers with higher levels of data literacy, that is, the ability to locate, interpret, analyse, and use data effectively, tend to exhibit higher levels of productivity in teaching, research, and administrative duties. Improved data literacy equips lecturers with skills to utilize institutional data, educational analytics, and research databases efficiently, which enhances both academic outcomes and institutional performance.

Hypothesis Two: There is no significant relationship between data literacy and lecturers' productivity in Rivers State Universities.

Since the p-value (0.000) is less than the 0.05 significance level, the null hypothesis (H_0) is rejected. Therefore, it is concluded that there is a significant relationship between data literacy and lecturers' productivity in Rivers State universities.

Regression Analysis

To further examine the predictive power of Educational Data Infrastructure indices (Data accessibility and Data Literacy) on lecturers' productivity, a multiple regression analysis was conducted.

Table 3: Multiple Regression Analysis of Data accessibility and Data Literacy on lecturers' productivity in Rivers State universities

Model	R	R ²	F	Sig. (p)
Data accessibility + Data Literacy → Lecturers' productivity	.652	.425	72.81	.000

Dependent Variable: Lecturers' Productivity

Source: Field Survey, 2025.

Table 3 reveals that data accessibility and data literacy jointly predicted lecturers' productivity in universities in Rivers State, with a multiple correlation coefficient (R) of 0.652 and a coefficient of determination (R^2) of 0.425. This implies that 42.5% of the variation in lecturers' productivity can be explained by the combined influence of data accessibility and data literacy. The remaining 57.5% of the variation may be attributed to other factors not included in the model. The F-ratio of 72.81 with a p-value of 0.000 ($p < 0.05$) indicates that the regression model is statistically significant. Hence, data accessibility and data literacy are strong predictors of lecturers' productivity in the universities studied.

Discussion of Findings

The findings of this study revealed a moderate positive relationship between data accessibility and lecturers' productivity in universities in Rivers State. This implies that increased accessibility to educational and institutional data resources contributes significantly to improved performance among lecturers in teaching, research, and administrative responsibilities. The result suggests that when lecturers have unhindered access to relevant academic information systems, online databases, and institutional data repositories, their productivity improves in measurable ways. This finding is consistent with the work of Wordu and Uriri (2025), who found a significant positive correlation between technological resource accessibility, which includes access to digital resources, data analytics tools, cybersecurity systems, and resource management platforms and sustainable academic productivity among university lecturers. Their study emphasized that academic productivity increases when lecturers have continuous and reliable access to data and digital infrastructure. Similarly, Isah and Ayeni (2021) observed that accessibility to ICT facilities was a major predictor of lecturers' performance, particularly during the shift to remote instruction caused by the COVID-19 pandemic. They noted that inadequate access to ICT tools reduced lecturers' ability to prepare course materials and engage students effectively. The current finding aligns with these conclusions by empirically showing that access to educational data systems in Rivers State universities enhances teaching effectiveness and research output.

Furthermore, this result corroborates the findings of Ukachi, Adedokun, and Nongo (2025), who reported that accessibility to digitized library resources such as institutional repositories and e-journals significantly increased research visibility, citation impact, and academic collaboration. In the context of the present study, data accessibility serves as a key driver of lecturers' efficiency and innovation in higher education. Collectively, these studies affirm that the accessibility of educational data infrastructure is not merely a technical provision but a strategic enabler of institutional productivity and sustainable academic performance.

The study also revealed a strong positive relationship between data literacy and lecturers' productivity. This indicates that lecturers who possess higher levels of data literacy—defined as the ability to locate, interpret, analyse, and apply data effectively—are more likely to demonstrate superior performance in instructional delivery, research productivity, and administrative functions. Data literacy equips lecturers with the skills necessary to transform data into actionable insights that guide decision-making and academic innovation.

Rivers State University Faculty of Education Conference Journal, Vol. 4, No 2, September 2025. 1-13
This finding supports Joseph, Abiodun, Okechukwu, and Obilor (2025), who discovered that lecturers' digital literacy significantly predicted students' learning outcomes in technology-enhanced teaching contexts. It also aligns with Madukoma et al. (2019), who reported that information literacy substantially influenced research productivity among management and social science lecturers. Both studies reinforce the idea that literacy in data handling enhances research efficiency and teaching quality.

Alex-Nmecha and Egbo (2025) showed that information literacy strongly predicts data literacy among academic staff, suggesting that lecturers with solid foundational skills in information management are better equipped to develop advanced data competencies. The current study's finding further corroborates Wordu and Uriri (2025), who highlighted that lecturers' ability to use data analytics tools and interpret educational data directly correlates with higher productivity. Similarly, Isah and Ayeni (2021) found that lecturers with greater ICT and digital literacy skills performed better in lesson planning, task completion, and student engagement. Furthermore, the multiple regression analysis revealed that data accessibility and data literacy jointly predicted lecturers' productivity, accounting for 42.5% of the total variance ($R^2 = 0.425$, $F(2,198) = 72.81$, $p < 0.05$). This shows that while each factor independently contributes to lecturers' performance, their combined influence is considerably more powerful. When lecturers can both access institutional data resources and interpret them competently, their teaching and research effectiveness increases substantially.

Conclusion

The study concludes that without deliberate investment in accessible data systems and the continuous development of lecturers' data literacy skills, universities in Rivers State may face challenges in achieving optimal academic productivity and sustainable institutional growth. Enhancing lecturers' ability to access, interpret, and utilize educational data is therefore critical for promoting evidence-based teaching, data-driven research, and effective decision-making within higher education institutions.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. University management should prioritize the development and maintenance of robust digital infrastructure, such as data repositories, institutional databases, and research information systems, to ensure that lecturers can easily access relevant academic and administrative data needed for effective teaching and research.

2. Regular workshops, seminars, and professional development programmes should be organized to build lecturers' competencies in data analysis, interpretation, and application. This will empower them to make informed academic and administrative decisions that improve institutional performance.

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Declaration on Literature Search

The researcher affirms that *ResearchRabbit* (<https://www.researchrabbit.ai/>) was utilized as part of the literature search process for this study. The platform assisted in identifying, tracking, and organizing relevant scholarly articles and references that informed the conceptual and empirical foundations of the study.