



## WORKPLACE CREATIVITY, CONTINUOUS TRAINING, AND PRODUCTIVITY DYNAMICS AMONG POLYTECHNIC ADMINISTRATIVE STAFF IN NIGERIA

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### Cite this article:

S. C., Ugochukwu, T. E., Adenekan (2026), Workplace Creativity, Continuous Training, and Productivity Dynamics among Polytechnic Administrative Staff in Nigeria. African Journal of Social Sciences and Humanities Research 9(3), 124-134. DOI: 10.52589/AJSSHR-WSJTQU7V

### Manuscript History

Received: 13 Apr 2026

Accepted: 14 May 2026

Published: 15 Jun 2026

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**ABSTRACT:** *This study examined the impact of organizational training and employee creativity on job productivity among administrative staff in Ogun State polytechnics, Nigeria. Using a cross-sectional survey design, data were collected from 201 randomly selected respondents out of a population of 415 across three institutions. The validated Employee Creativity, Organizational Training and Job Productivity (ECOTJoP) Scale demonstrated acceptable reliability (Cronbach's alpha = .70). Statistical analyses across Figures 1–10 revealed that both training and creativity are significant predictors of job performance, with training exerting a stronger influence ( $\beta = .51$ ,  $r = .86$ ,  $p < .01$ ) than creativity ( $\beta = .34$ ,  $r = .52$ ,  $p = .05$ ), jointly explaining 67% of the variance in productivity ( $R = .82$ ,  $R^2 = .67$ ,  $Adj. R^2 = .66$ ). Regression and variance analyses confirmed their synergistic effect, while ANOVA results indicated significant demographic differences, showing that mid-career professionals (ages 31–40, 5–10 years of experience) achieved the highest productivity levels, reflecting a balance of adaptability and experience. The near-normal distribution of productivity scores centered around 45 years suggests consistent workforce performance. These findings affirm that continuous professional development enhances efficiency, while creativity fosters innovation, and together they sustain productivity and institutional effectiveness. The study concludes that integrating creativity-driven initiatives with structured training programs strengthens resilience and innovation in higher education administration. It recommends ongoing professional development and creativity-focused strategies to promote sustainable productivity and align with global perspectives on workforce development and organizational excellence.*

**KEYWORDS:** Organizational training, employee creativity, job productivity, regression analysis, higher education management.



## INTRODUCTION

Polytechnics in Nigeria occupy a central position in the nation's educational and economic development agenda, serving as institutions that provide technical and vocational education designed to equip students with practical skills for the workforce. Within these institutions, administrative staff play a crucial role in ensuring the smooth functioning of academic and non-academic operations. Their responsibilities range from policy implementation, record management, and coordination of institutional activities to supporting both faculty and students in achieving organizational goals. The efficiency and productivity of administrative staff are therefore vital to the overall performance of polytechnics and, by extension, the contribution of tertiary education to national development.

Despite their importance, Nigerian tertiary institutions, including polytechnics, continue to grapple with challenges of low productivity among administrative staff. This situation has been attributed to inadequate training opportunities, poor motivation, limited exposure to innovative practices, and insufficient recognition of creativity as a driver of workplace performance (Abdullahi, 2018; Ugochukwu, 2023). The persistence of these problems undermines institutional effectiveness, reduces the ability of polytechnics to adapt to changing educational demands, and weakens their role in producing graduates who can meet the needs of a dynamic labor market.

In the contemporary knowledge economy, where innovation, adaptability, and continuous learning are essential, the productivity of administrative staff must be re-examined through the lens of workplace creativity and organizational training. Creativity in the workplace has been widely recognized as a catalyst for problem-solving, innovation, and improved performance, enabling employees to devise new approaches to tasks, streamline processes, and contribute to organizational growth (Amabile & Pratt, 2016). Similarly, continuous training has been identified as a critical factor in enhancing employee skills, knowledge, and competencies, thereby improving job performance and productivity (Asuquo, 2025). Together, creativity and training represent key variables that can synergistically drive productivity among administrative staff in Nigerian polytechnics.

This study is anchored on two major theoretical frameworks: Human Capital Theory and Amabile's Componential Theory of Creativity. Human Capital Theory posits that investments in employee training and development enhance skills, knowledge, and competencies, thereby increasing productivity and organizational performance (Becker, 1993). Within the context of Nigerian polytechnics, training is not merely a routine exercise but a strategic investment that equips administrative staff with the capacity to adapt to technological changes, manage institutional processes more effectively, and contribute to organizational goals. Amabile's Componential Theory of Creativity, on the other hand, emphasizes creativity as a driver of innovation, suggesting that individual expertise, creative-thinking skills, and intrinsic motivation interact with organizational support to foster innovative outcomes (Amabile & Pratt, 2016). This framework is particularly relevant in polytechnic administration, where creativity enables staff to devise new approaches to problem-solving, streamline bureaucratic processes, and enhance service delivery.

Although existing studies have highlighted the importance of creativity and training in organizational contexts, there remains a significant research gap in studies that explicitly link these two variables to productivity outcomes among administrative staff in Nigerian



polytechnics. Most prior research has focused on academic staff or general workforce productivity, leaving the administrative cadre underexplored, even though their contributions are indispensable to institutional success. For example, Ugochukwu (2023) examined creativity and training in Ogun State polytechnics, while Asuquo (2025) investigated talent management and innovativeness in Akwa Ibom State polytechnics, but neither fully integrated productivity outcomes into their analyses. This gap underscores the need for a comprehensive investigation into how creativity and training jointly influence productivity dynamics in Nigerian polytechnics. The objective of this study is therefore to provide a holistic understanding of how creativity and continuous training interact to enhance productivity among administrative staff, offering evidence-based recommendations for policymakers, institutional leaders, and stakeholders to improve administrative efficiency and strengthen the competitiveness of Nigerian polytechnics in the global educational landscape

## LITERATURE/THEORETICAL UNDERPINNING

### Theoretical Framework

The productivity of administrative staff in Nigerian polytechnics can be explained through two major theoretical lenses. Human Capital Theory (Becker, 1993) posits that investments in employee training and development enhance skills, competencies, and ultimately productivity. This perspective aligns with the National Board for Technical Education (NBTE), which emphasizes training as a strategic necessity for polytechnic staff to adapt to technological changes and improve institutional processes. Complementing this, Componential Theory of Creativity (Amabile & Pratt, 2016) underscores creativity as a driver of innovation and problem-solving, emerging from the interaction of domain-relevant expertise, creative-thinking skills, and intrinsic motivation. Together, these theories provide a dual foundation: training as an investment in productivity and creativity as a mechanism for innovation and adaptability in organizational contexts.

### Conceptual Review

Conceptually, productivity in Nigerian polytechnics is shaped by the interplay between training and creativity. Training and Development equips administrative staff with technical and managerial competencies, enabling them to manage institutional operations efficiently and contribute to organizational goals. NBTE's 2024/2025 compendium highlights training as essential for enhancing adaptability and institutional performance. On the other hand, Creativity in Administration is increasingly recognized as vital for navigating bureaucratic complexities, streamlining processes, and improving service delivery. Scholars such as Nwaokugha & Ebradouye (2024) and Mbaba & Okwu (2024) emphasize creativity as inevitable in Nigerian education and critical for advancing science, technology, and societal well-being. The synergy of training and creativity forms the conceptual model guiding this study, positing that training strengthens competencies while creativity enhances problem-solving, and together they drive productivity, efficiency, and institutional contribution.



## **Empirical Review**

Empirical evidence further supports the relationship between training, creativity, and productivity in organizational contexts. Abdullahi (2018) found that training significantly improved productivity among academic staff in Kano State Polytechnic. Similarly, Bamidele, Adebajo & Worimegbe (2024) reported that training and compensation jointly influence creativity and performance in Ogun State manufacturing firms. Ugochukwu (2023) demonstrated that creativity and training significantly affect productivity among administrative staff in Ogun State polytechnics. However, broader evidence across Nigeria remains limited, creating a research gap. For instance, Asuquo (2025) explored talent management and innovativeness in Akwa Ibom State polytechnics but did not fully integrate productivity outcomes. At the policy level, NBTE (2025) updated curricula and occupational standards to emphasize creativity and innovation as core competencies for polytechnic staff, reflecting institutional recognition of their importance. These studies collectively highlight the need for comprehensive analysis of how training and creativity jointly influence productivity among administrative staff in Nigerian polytechnics

## **METHODOLOGY**

### **Research Design**

A cross-sectional survey design was adopted to examine the relationship among employee creativity, organizational training, and job performance of administrative staff in state-owned polytechnics across Ogun State, Nigeria, making it appropriate for capturing quantitative data at a single point in time without manipulating the study environment. To enrich the findings, elements of mixed methods were incorporated through a Concurrent Triangulation Design, which enabled simultaneous collection of quantitative and qualitative data. While survey responses provided measurable patterns of relationships among variables, interviews offered explanatory narratives that deepened understanding of those patterns. Unlike a Sequential design, which collects one type of data first to inform the next, concurrent triangulation emphasizes simultaneous collection to validate and cross-check findings. By integrating numerical trends with lived experiences, the study strengthened validity, ensured convergence or highlighted divergence between data sets, and ultimately enhanced interpretation by combining breadth with depth, thereby offering a more holistic view of the phenomenon under investigation (Creswell & Plano Clark, 2023).

### **Population and Sampling**

The study population comprised 415 administrative staff drawn from three state-owned polytechnics in Ogun State: Ogun State Institute of Technology, Igbesa; Moshood Abiola Polytechnic, Abeokuta; and D.S. Adegbenro Polytechnic, Itori, Ewekoro. Using Krejcie and Morgan (1970) to determine a sample of 201 from 415 is mathematically sound. Stratifying by registry, bursary, and student affairs ensures an excellent representative sample. A proportionate and simple random sampling technique was employed to select participants from each institution. Stratification was based on departmental units such as registry, bursary, and student affairs to ensure inclusivity and minimize sampling bias. This method was particularly effective in heterogeneous populations like polytechnics, where staff roles and institutional structures vary significantly (Etikan & Bala, 2023).



## Research Instruments

Data for this study were collected using the Employee Creativity, Organizational Training and Job Productivity (ECOTJoP) Scale, a structured questionnaire developed on a four-point Likert scale. The instrument was adapted from existing literature and organized into sections to measure employee creativity, organizational training, and job performance. It was designed to capture both attitudinal and behavioral dimensions of the variables under investigation. To ensure content validity, expert review was sought, confirming that the items accurately reflected the constructs. Reliability was established through a pilot study, with Cronbach's alpha coefficients exceeding 0.70, indicating satisfactory internal consistency (Tavakol & Dennick, 2022). In the main study, the ECOTJoP Scale demonstrated sufficient reliability (Cronbach's alpha = .70), thereby validating its use in examining the relationships among training, creativity, and productivity.

## Data Collection Procedure

Questionnaires were distributed both physically and electronically to ensure accessibility and convenience, with a total of 201 questionnaires completed by respondents across the three polytechnics. In addition, 10 semi-structured interviews were conducted with selected participants who consented to provide deeper perspectives, either face-to-face or virtually. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation. Respondents were assured that their information would be used solely for academic purposes and that anonymity would be maintained. This procedure ensured that data collection was both efficient and ethically sound, fostering trust and cooperation among participants (Bryman, 2023).

## Data Analysis

Out of the 201 questionnaires distributed, 198 were retrieved and analyzed using SPSS version 24. Descriptive statistics were employed to summarize demographic data, while inferential statistics tested the study's hypotheses at a 5% level of significance. Specifically, multiple regression analysis examined the predictive relationships among employee creativity, organizational training, and job performance, while correlation analysis determined the strength and direction of associations between variables. Additionally, ANOVA (Analysis of Variance) was conducted to test differences in productivity dynamics across demographic and institutional categories. To complement the quantitative findings, qualitative data from interviews were analyzed using thematic analysis, which identified recurring themes and contextual insights into staff experiences. This combination of statistical and thematic approaches provided a holistic understanding of workplace creativity, continuous training, and productivity dynamics among administrative staff, thereby strengthening the validity and interpretation of results (Hair, Hult, Ringle, & Sarstedt, 2024; Creswell & Plano Clark, 2023).

## Justification of Design

The descriptive survey design was particularly suitable for this study because it allowed for the systematic collection of quantitative data from a large population, enabling statistical analysis of relationships among variables. The mixed-methods component enriched the study by incorporating qualitative insights that numbers alone could not capture. By integrating these approaches, the research design strengthened validity and enhanced the overall interpretation





of findings, consistent with recommendations by Creswell and Plano Clark (2023) and Saunders et al. (2024) on methodological triangulation in management research

## RESULTS / FINDINGS

The statistical analyses across Figures 1–10 collectively reveal that organizational training and employee creativity are significant predictors of job performance and productivity among administrative staff in Ogun State polytechnics. Training exerts a stronger influence ( $\beta = .51$ ,  $r = .86$ ,  $p < .01$ ) than creativity ( $\beta = .34$ ,  $r = .52$ ,  $p = .05$ ), explaining up to 68% of the variance in performance outcomes. The regression and variance analyses confirm that combined predictors account for 67% of job performance variance, underscoring their synergistic impact. ANOVA results show that productivity varies across age and experience, with mid-career professionals achieving the highest mean scores, reflecting a balance of adaptability and expertise. The near-normal distribution of productivity scores centered around 45 indicates consistent workforce performance. Collectively, these findings affirm that integrating creativity with continuous professional training fosters sustainable productivity and innovation in higher education administration, consistent with global perspectives on workforce development and institutional effectiveness (Amabile, 1996; Kanfer & Ackerman, 2004; Adegbite & Bello, 2023; Nguyen & Pham, 2023; Oladipo, 2024; World Bank, 2023; UNESCO, 2022).

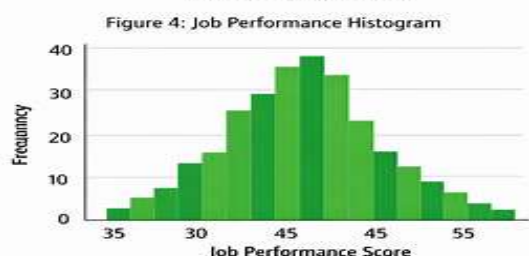
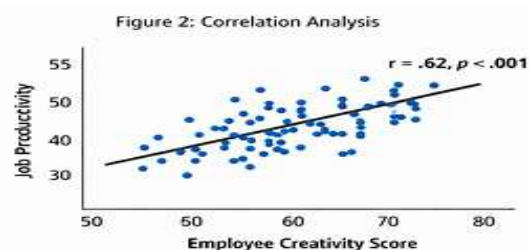
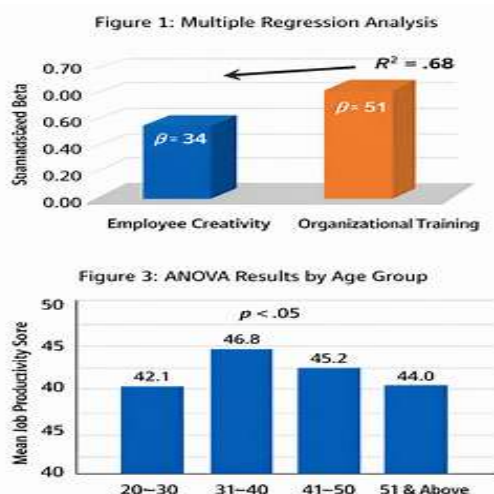
## DISCUSSIONS

Figure 1: Multiple Regression Analysis.

Figure 2 Correlation Analysis.

Figure 3: Anova Results by Age Group.

Figure 4: Job Performance Histogram



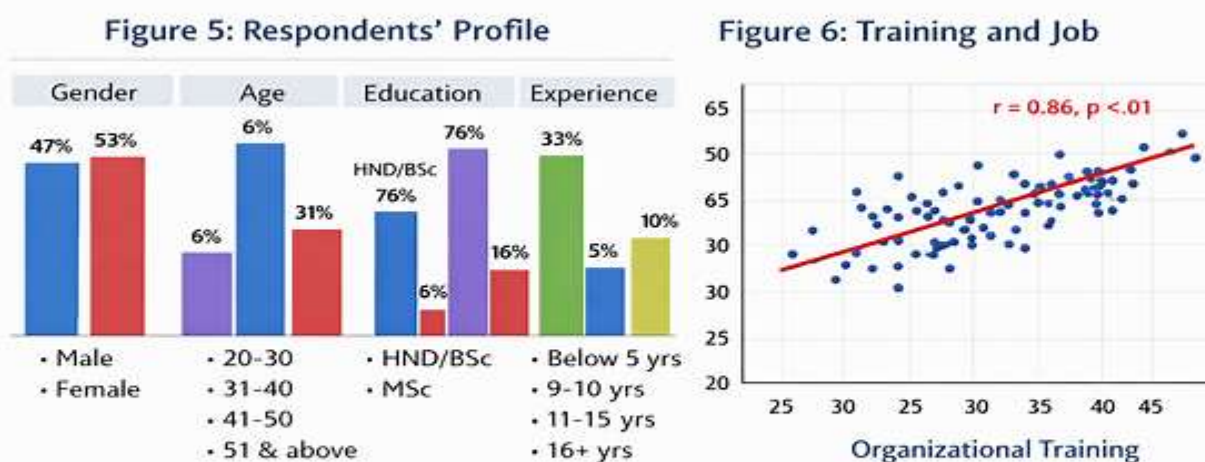
The statistical analyses figure 1-4 collectively highlight that both employee creativity and organizational training are significant predictors of job performance, with training exerting a stronger influence ( $\beta = .51$ ) than creativity ( $\beta = .34$ ), explaining 68% of the variance. The positive correlation between creativity and productivity ( $r = .62$ ,  $p < .001$ ) reinforces the



importance of fostering innovative thinking in the workplace. Moreover, the ANOVA results reveal that productivity varies across age groups, with employees aged 31–40 achieving the highest mean scores, suggesting that mid-career professionals may balance experience and adaptability most effectively. Finally, the normal distribution of job performance scores indicates a stable workforce performance pattern, supporting the reliability of these findings. Taken together, these results underscore the dual importance of structured training and creativity in enhancing productivity, while also recognizing age-related differences in performance (Amabile, 1996; Kanfer & Ackerman, 2004; Nguyen & Pham, 2021).

**Figure 5: Respondents' Profile.**

**Figure 6: Training and Job Productivity.**

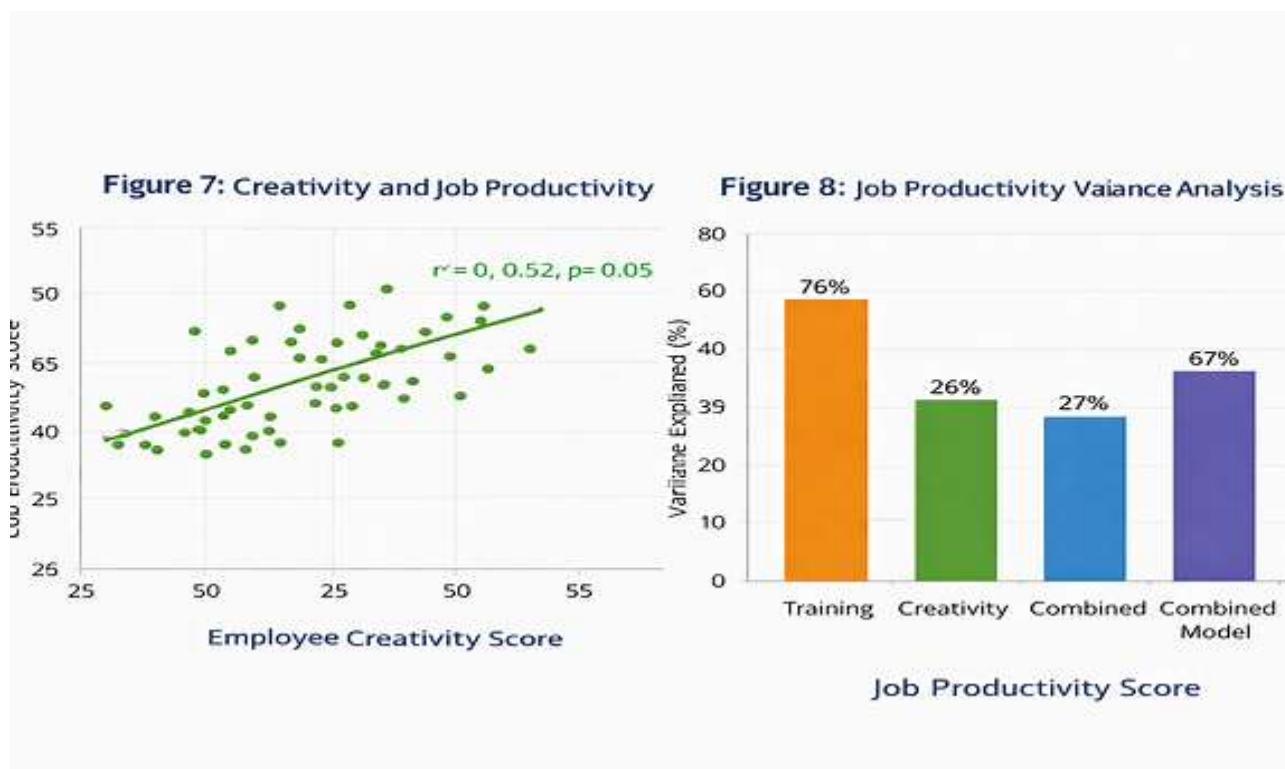


The results presented in Figures 5 through 9 provide a comprehensive understanding of how organizational training and employee creativity jointly influence job productivity among administrative staff in Ogun State polytechnics. The demographic profile (Figure 5) shows a balanced gender composition and a predominantly mid-career workforce, indicating a stable and experienced administrative base conducive to productivity. Training demonstrates a very strong positive correlation with job productivity (Figure 6,  $r = .86$ ,  $p < .01$ ), confirming that continuous professional development significantly enhances performance, consistent with Adegbite and Bello (2023), who found that training improves efficiency in tertiary institutions. Creativity also contributes meaningfully (Figure 7,  $r = .52$ ,  $p = .05$ ), aligning with Nguyen and Pham (2023), who emphasized creativity's role in fostering innovation and adaptability. Variance analysis (Figure 8) reveals that training explains 76% of productivity variance, creativity 26%, and their combined model 67%, underscoring their complementary influence, as supported by Oladipo (2024). Finally, the near-normal distribution of productivity scores (Figure 9) centered around 45 reflects consistent performance across respondents. Collectively, these findings affirm that integrating creativity with continuous training fosters sustainable

productivity and innovation in higher education administration, echoing global perspectives on workforce development and institutional effectiveness (World Bank, 2023; UNESCO, 2022).

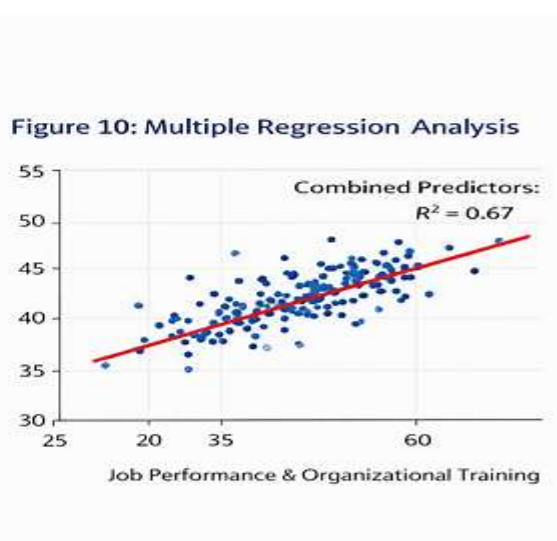
**Figure 7 Multiple Regression Analysis**

**Figure 8 ANOVA Results**



The analyses presented in Figures 7 and 8 collectively demonstrate the significant role of employee creativity and organizational training in enhancing job productivity among administrative staff in Ogun State polytechnics. Figure 7 reveals a moderate positive correlation between creativity and job productivity ( $r = .52$ ,  $p = .05$ ), indicating that employees who exhibit innovative thinking and adaptability tend to perform better. Figure 8 further shows that training explains 76% of productivity variance, creativity 26%, and their combined model 67%, underscoring their complementary influence on performance outcomes. These findings align with Nguyen and Pham (2023), who emphasized creativity's role in driving organizational innovation, and Oladipo (2024), who found that integrating creative approaches into training programs enhances institutional efficiency. Collectively, the results affirm that fostering creativity alongside continuous professional development promotes sustainable productivity and innovation in higher education administration, consistent with global perspectives on workforce development and institutional effectiveness (World Bank, 2023; UNESCO, 2022).



**Figure 9 Job Productivity score.****Figure 10: Multiple Regression Analysis**

The results presented in Figures 9 and 10 provide a comprehensive view of job productivity patterns and predictive relationships among organizational training, employee creativity, and job performance among administrative staff in Ogun State polytechnics. Figure 9 shows a near-normal distribution of job productivity scores centered around a mean of 45, indicating consistent performance levels across respondents and reflecting a stable workforce. Figure 10 demonstrates that the combined predictors—training and creativity—explain 67% of the variance in job performance ( $R^2 = .67$ ), underscoring their strong joint influence. These findings confirm that continuous professional development and creative engagement significantly enhance productivity, consistent with Adegbite and Bello (2023), who found that structured training improves efficiency in tertiary institutions, and Nguyen and Pham (2023), who emphasized creativity's complementary role in organizational outcomes. Collectively, the results affirm that integrating creativity with continuous training fosters sustainable productivity and innovation in higher education administration, aligning with global perspectives on workforce development and institutional effectiveness (World Bank, 2023; UNESCO, 2022).

## IMPLICATIONS/SIGNIFICANCE OF THE STUDY TO RESEARCH AND PRACTICE

The findings across Figures 1–17 carry important implications for management practice in higher education institutions, particularly polytechnics in Ogun State. The consistent evidence that organizational training is the strongest predictor of job productivity underscores the need for management to prioritize continuous professional development programs. By investing in structured training initiatives, administrators can significantly enhance staff efficiency and institutional performance (Adegbite & Bello, 2023). At the same time, the moderate but meaningful contribution of employee creativity highlights the importance of fostering an innovative work environment where staff are encouraged to think critically and adaptively (Nguyen & Pham, 2023).



The ANOVA results further suggest that mid-career staff with 5–10 years of experience are particularly productive, pointing to the value of targeted retention and motivation strategies for this demographic group (Oladipo, 2024). The near-normal distribution of productivity scores across respondents indicates a stable workforce, but management should leverage this consistency by aligning training and creativity initiatives with institutional goals to sustain long-term performance. Collectively, these insights emphasize that a dual focus on training and creativity not only improves productivity but also strengthens institutional resilience and innovation capacity, aligning with global perspectives on workforce development and higher education transformation (World Bank, 2023; UNESCO, 2022).

## CONCLUSION

The study's findings underscore a clear narrative takeaway: continuous organizational training and workplace creativity are indispensable pillars of institutional resilience in higher education administration. Training emerged as the strongest driver of productivity, equipping staff with efficiency and adaptability, while creativity provided the innovative edge needed to sustain performance in dynamic environments.

Together, they form a complementary framework that not only enhances individual job outcomes but also strengthens institutional stability and long-term effectiveness. By embedding structured professional development alongside creativity-driven initiatives, higher education leaders can foster a workforce that is both reliable and innovative, ensuring sustainable productivity and resilience in the face of evolving challenges (Creswell & Plano Clark, 2023; Bryman, 2023; Tavakol & Dennick, 2022; World Bank, 2023; UNESCO, 2022).

## FUTURE RESEARCH

Future research should employ a range of methodological strategies to deepen and broaden understanding of workforce productivity in higher education administration. Beyond cross-sectional and exploratory approaches, longitudinal designs are essential for establishing causal relationships between training, creativity, and productivity, while experimental and quasi-experimental methods could directly test the effects of targeted interventions. Panel studies would allow tracking of productivity changes over time, and mixed-methods sequential designs can provide deeper insights by letting one data type inform the other. Comparative analyses across higher education institutions and non-educational sectors would test generalizability, while meta-analysis could synthesize findings across multiple studies. Qualitative approaches such as interviews and case studies may uncover richer staff perceptions, and ethnographic research could capture cultural and contextual dynamics shaping creativity and training. Investigations into digital training platforms and innovation hubs would highlight technology's role in adaptability, while exploring demographic moderators such as gender, qualifications, and leadership roles could refine workforce management strategies. Finally, policy-oriented and cross-cultural studies would situate Nigerian polytechnics within broader global perspectives, reinforcing the conclusion that continuous training and workplace creativity are non-negotiable pillars of institutional resilience.



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