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ELECTRICITY AVAILABILITY AS CORRELATES OF LECTURERS' JOB PERFORMANCE IN STATE UNIVERSITIES, NORTH CENTRAL ZONE, NIGERIA

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ABSTRACT

The study investigated electricity availability as correlates of lecturers' job performance in state universities, North-Central, Nigeria. Three objectives, three research questions and one null hypothesis was used to guide the study. Descriptive survey research design was employed. The population of the study 3239 were lecturers. A sample size of 346 was obtained based on Research Advisors Table (2006). Two instruments were used for the study titled: Electricity Availability Questionnaire (EAQ) and Lecturers' Job Performance Questionnaire (LJPQ). A reliability indexes of 0.75, and 0.82 were obtained respectively after trial testing of the instruments using Cronbach's alpha. Data collected were analyzed using mean, standard deviation as well as PPMC via the Statistical Package for Social Sciences (SPSS) of the 23.0 version. The findings revealed that there was availability of electric power supply and high level of lecturers' job performance in state universities, North-Central Zone, Nigeria. There was also a positive significant correlation between electric power supply and lecturer's job performance in state universities, North Central, Nigeria. The study recommended among others that the universities management should ensure that essential social services such as electric power supply are made readily available and accessible to all lecturers and to be functional, efficient and responsive to lecturers' needs in state universities, North Central, Nigeria.

Keywords: *Electricity, Job Performance, Lecturers, State Universities, North-Central Nigeria*

INTRODUCTION

Universities in Nigeria aim to pursue their triple mandate of knowledge generation, transmission, and application. Knowledge transmission is the first among equals of the trifocal functions of the university education system, as teaching is the first task of the lecturer. The tripartite mandate of the university is performed by lecturers, who teach, carry out researches, and perform community services. These mandates serve as indicators for measuring lecturers' job performance. Electric power supply is crucial for the development of higher institutions, as it provides comfort, entertainment, and reliable energy for various equipment. A stable and adequate energy supply makes teaching programs simple, fast, and interesting, and allows for the implementation of research programs, community services, and school administration. Measuring lecturers' performance involves evaluating their research output, teaching quality, and community services. A highly engaged workforce is essential for organizational growth and survival, as it increases productivity and reduces costs related to hiring and retaining personnel in a competitive market. Organizations must work to develop and nurture engagement, which requires a two-way relationship between employer and employee. In Nigeria, lecturers face challenges such as overcrowded classrooms, outdated laboratory facilities, and poor working conditions. The slogan "publish or perish syndrome" is a stressor that affects the psychological and social systems of lecturers (Akhlq, Amad, Mahmood, Husaan & Malik, 2010).

Electricity is a crucial utility in educational institutions, impacting the job performance of lecturers. Inadequate electricity supply can lead to disruptions to lectures, hindered research activities, and administrative challenges, especially in regions with unreliable electricity grids (Adewale & Alade, 2021). These disruptions can result in decreased productivity, interruptions to online teaching platforms, and delayed completion of research projects. Lecturers often resort to alternative methods of instruction, such as handwritten

materials or daylight discussions, which are less effective and time-consuming (Ajayi & Ajayi, 2019).

The extent to which university lecturers complete their jobs plays a critical role in enabling the institution to achieve its purpose. Lecturers' job performance is often given the highest priority in Nigerian universities, with university advertisements often boasting qualified and competent lecturers. However, not all university lecturers meet the cut-off mark of LJP. Some lecturers struggle with unfriendly work environments, such as erratic electric power supply.

STATEMENT OF THE PROBLEM

Universities, as the apex of the Nigerian education system, are expected to have adequate social services such as a stable electricity supply, which is crucial for effective teaching, research, and overall academic performance. However, in state universities across North-Central Nigeria, electricity supply is highly unreliable, limiting lecturers' ability to perform their duties efficiently. This erratic power supply is suspected to contribute significantly to the poor job performance among lecturers, who often struggle to prepare adequately for lectures or engage in impactful research and community service.

Despite these challenges, there is a noticeable gap in empirical research specifically examining how the availability of essential school social services particularly electricity affects lecturers' job performance in these state universities. While studies have pointed to issues like poor service management and lack of lecturer commitment, little has been done to investigate how electric power supply which is essential to job performance of lecturers in the universities. Therefore, the current study aims to fill this gap by focusing on how electricity availability impacts teaching, research, publications, and community service delivery among lecturers in state universities in North-Central Nigeria.

TWO-FACTORS THEORY

This work was guided by Two-Factors Theory propounded by Frederick Herzberg' (1923-2000) which focused on understanding the factors that influence job satisfaction and motivation in the workplace. The theory posits that there are two distinct sets of factors influencing job satisfaction and motivation: motivators (satisfiers) and hygiene (dissatisfies), which are related to the work environment. The presence of motivators leads to job satisfaction and motivation, while their absence does not cause dissatisfaction.

Intrinsic and extrinsic factors are also considered in the theory. Motivators are intrinsic to the job and related to personal growth and fulfillment, while hygiene factors are extrinsic and relate to the work environment and conditions. To increase job satisfaction and motivation, the job should be enriched by adding more motivators, providing more opportunities for achievement, recognition, responsibility, and personal growth.

However, improving hygiene factors can lead to job dissatisfaction, but it does not necessarily increase motivation or satisfaction. Therefore, it is essential to enhance motivators to increase job satisfaction and motivation.

The relevance of the theory to the present study is that institutions or management should focus on improving both hygiene factors to prevent dissatisfaction and motivators to enhance satisfaction and motivation. An environment with motivating factors, such as electricity, can lead to efficiency, effectiveness, and significant success for both the organization and individuals.

REVIEW OF RELATED EMPIRICAL STUDIES

Michael and Stephen (2019) examined the impact of work environment, particularly electric power supply, on the job performance of academic staff in Nigerian universities. Two hypotheses were formulated to guide the study. A survey design was used, with a sample size of 300 respondents from both public and private universities. Data was collected through primary and secondary sources, and the results showed a significant positive relationship between regular and adequate electric power supply and job performance in teaching, research, and administration. Factors such as internet facilities, good libraries, conducive work environment, regular remuneration, training opportunities, regular promotion, access to affordable medical care, and recognition/awards were also found to be significant determinants of job performance. The study recommends concerted efforts by the government and university managers to ensure regular and adequate electric power supply, provide functional internet facilities, and provide training opportunities.

Adekunle and Bello (2021) explores the impact of infrastructure adequacy, particularly electricity supply, on teaching effectiveness in private universities in South-West Nigeria. The research aimed to understand how power supply affects lecturers' ability to deliver quality teaching. The study involved 280 lecturers from 15 private universities, using a descriptive survey design. The results showed that hybrid power systems (grid+solar) in private universities had 32% better teaching evaluation scores than those relying solely on generators. Power stability was found to be significantly related to the preparation of digital teaching materials, conduct of virtual lectures, and accessibility of online resources. Recommendations included mandatory investment in renewable energy solutions and power contingency plans for academic activities. The study aligns with current research on power supply's role in academic work, though differing in institutional focus and regional context.

Okafor and Eze (2020) examined the impact of electric power supply on the job performance of academic staff in Nigerian universities. The research, which used a mixed-methods design and a sample of 350 respondents across three geopolitical zones, found a significant positive relationship between stable power supply and academic staff performance. The study also identified institutional factors such as reliable internet access, well-equipped laboratories, functional libraries, and adequate office facilities as significant influences on academic staff performance. The researchers recommend that university administrators prioritize alternative power solutions like solar energy systems and establish power maintenance committees to ensure stable electricity supply.

OBJECTIVES OF THE STUDY

The aim of this study was to investigate the relationship between electricity availability as correlate of lecturers' job performance in state universities, North-Central, Nigeria. The specific objectives of the study include;

1. To investigate the availability of electric power supply in States Universities, North-Central Zone, Nigeria
2. Find out the level of lecturers' job performance in States Universities, North-Central Zone, Nigeria.
3. To examine the relationship between availability of electric power supply and lecturers' job performance in States Universities, North-Central, Nigeria.

RESEARCH QUESTIONS

The following research questions were raised to guide the study:

1. What is the availability of electric power in States Universities, North-Central Zone, Nigeria?

2. What is the level of lecturers' job performance in States Universities, North-Central Zone, Nigeria?

3. What is the relationship between availability of electric power supply and lecturers' job performance in States Universities, North-Central, Nigeria?

RESEARCH HYPOTHESIS

H₀₁: There is no significant relationship between availability of electric power supply and lecturers' job performance in States Universities, North-Central, Nigeria.

METHODOLOGY

This study adopted the descriptive design of the correlational type, since this study focuses on electricity availability as correlate of lecturers' job performance. According to Amajuoyi and Joseph (2016) this type of design involves investigating the relationship that exists between dependent and independent variables. This study focuses on the management staff and lecturers of state-owned universities in North Central, Nigeria.

SAMPLE AND SAMPLING TECHNIQUES

This study surveyed lecturers from six state universities in North-Central, Nigeria. Purposive sampling was used to select four universities, as the remaining two were used for instrument testing. A sample size of 346 respondents was obtained from a total of 3239 lecturers using Research Advisor (2006). The researcher used stratified and proportionate sampling for lecturers due to the heterogeneous nature of the lecturers. Simple random sampling was used to ensure equal participation, as per Otaha (2015)'s assertion that random sampling ensures every subject in the population has an equal chance of being selected.

Table 1: Sample of the Study

State	Universities	Population	Sample
		Lecturers	Lecturers
Kwa	Kwara State University, Maletu	1078	115
Kogi	Prince Abubakar Audu University, Anyigba	697	75
Nasa	Nasarawa State University, Keffi	912	97
Niger	Ibrahim Badamasi Babangida University, Lapai	552	59
Total		3239	346

Sources: The Universities Websites (2024)

INSTRUMENTATION

The study utilized two instruments designed by the researcher: the Electricity Availability Questionnaire (EAQ) and the Lecturers Job Performance Questionnaire (LJPQ) for data collection.

The Electricity Availability Questionnaire (EAQ) was a researcher-designed instruments to measure electricity availability in state universities in Nigeria. The questionnaire consists of two parts: Part I, which collects personal information about respondents, and Part II, which focuses on electricity availability. The instrument uses a 5-point Likert's rating scale, with a mean score of 3.00 points or higher indicating satisfactory electricity availability.

The Lecturers Job Performance Questionnaire was a researcher-designed instruments to assess university lecturers' job performance. It consists of 17 items on a 5-point Likert's scale, with a satisfactory score of 3.00 points or higher, and a score below 3.0 is considered unsatisfactory in state-owned universities in Nigeria.

VALIDITY OF THE INSTRUMENTS

The EAQ was certified as face and content valid by the experts at Usmanu Danfodiyo University, Sokoto. After thorough corrections, two items were re-casted, and additional two items was added, and the instrument was considered adequate to measure the subject in question. The items were thus accepted for use in the study.

The Lecturers Job Performance Questionnaire, containing 17 items, has been validated by researcher supervisors and experts at Usmanu Danfodiyo University, Sokoto. The instrument was vetted, removed irrelevant items, and certified as content valid and adequate to measure the subject matter, allowing the researcher to adopt its validity for use.

RELIABILITY OF THE INSTRUMENTS

The reliability of the EAQ was obtained via trial testing, EAQ was administered to management staff and lecturers at Plateau State University and Benue State University. The Cronbach's alpha was used to analyze the data resulting in a stability of 0.75. This indicates the instrument's reliability for use in the study.

The reliability of the Lecturers Job Performance Questionnaire (LJPQ) was obtained via trial testing. LJPQ was administered to management staff and lecturers at Plateau State University and Benue State University. Cronbach's alpha was used to analyze the data and the results showed an internal consistency of 0.82, indicating the instrument's reliability.

METHOD OF DATA COLLECTION

The researcher received an introduction letter from the Faculty Officer of Usmanu Danfodiyo University, Sokoto, to introduce themselves to the selected universities for the

study. This formal introduction allowed the universities to cooperate with the researcher, ensuring successful administration of instruments. The researcher also provided training to research assistants to aid in the distribution and retrieval of instruments during data collection, ensuring good control and completing the exercise during the research work. Instruments were administered and retrieved.

METHOD OF DATA ANALYSIS

The study used Statistical Package for Social Science 23.0 for data analysis, using mean and standard deviation to answer research questions and PPMC to test 1 hypothesis. P-value was compared at 0.05 to determine the acceptability of the null-hypothesis.

Data Presentation and Analysis

The data analyzed are presented as follows:

Research Question One: What is the level of availability of electricity in States Universities, North-Central Zone, Nigeria?

Table 2: Mean and Standard Deviation Assessing the Level of Availability of Electricity in the State Universities North Central, Nigeria.

S/N	Level of Availability of Electricity	N	Mean	SD	Decision
1	My University is connected with the National Power Supply (PHCN)	346	4.40	.853	Accepted
2	My school supplies electricity to meet the needs of the both students and lecturers	346	4.38	.726	Accepted
3	My school has available funds to pay electricity bills	346	4.21	.918	Accepted
4	My school have supplementary generator.	346	4.28	.893	Accepted
5	University has available solar energy facility to provide electricity to supply township supply.	346	4.33	.889	Accepted
6	My school has in built petrol and gas station to fuel school generators and recharge solar batteries	346	4.40	.786	Accepted
7	My school has stable and constant electric power supply.	346	4.21	.957	Accepted
8	Power supply to my school enhances my research work	346	4.18	.864	Accepted
Average Mean		346	4.30	.861	Accepted

Source: Fieldwork (2024)

Criterion Mean = 3.00

Key: Rejected: Less than 3.00

Accepted: 3.00 above

Table 2 shows descriptive statistics of Mean and Standard Deviation computed to assess the level of availability of electricity in States Universities, North-Central Zone, Nigeria. The results also revealed that all the Mean ratings for all the descriptor statements were greater than the Criterion

Mean of 3.00 which implies that all the statements were accepted by the participants. However, the overall mean rating of the level of availability of electricity in States Universities, North-Central Zone, Nigeria (Average mean = 4.30 and

Standard Deviation = .861) implies that there was high level of availability of electricity in the state universities North Central, Nigeria.

Research Question Two: What is the Level of Lecturers' Job Performance in the State Universities North Central Zone, Nigeria?

Table 3: Mean and Standard Deviation Assessing the Level of Lecturers' Job Performance in the State Universities North Central Zone, Nigeria.

S/N	Lecturers' Job Performance Items	N	Mean	SD	Decision
1	I presents my lesson logically step by step	346	4.40	0.85	Very High
2	I use appropriate teaching method in presenting the lessons	346	4.38	0.73	Very High
3	I use appropriate instructional materials to illustrate my lesson	346	4.21	0.92	Very High
4	I apply sense of humor and jokes to reduce tension in class	346	4.28	0.89	Very High
5	I allow students to ask questions	346	4.33	0.89	Very High
6	I patiently answer students questions without annoyance	346	4.40	0.79	Very High
7	I ask students question during the introduction, presentation and conclusion.	346	4.21	0.96	Very High
8	I maintain reasonable silence during lesson delivery	346	4.18	0.86	Very High
9	I control unnecessary movements during lesson delivery	346	4.12	0.90	Very High
10	I control disruptive behaviors such as phone-cells, and social media browsing during lessons	346	4.20	0.98	Very High
11	I have publications in reputable journals	346	4.23	0.88	Very High
12	I have published textbooks in my field of specialization	346	4.04	0.97	Very High
13	I have presented papers in conferences	346	4.16	0.90	Very High
14	I have served as resource persons during professional workshops	346	3.60	1.38	High
15	I have rendered consultancy services in public and private sectors	346	3.37	1.41	Moderate
16	I participate in radio & T/V program	346	3.09	1.53	Moderate
17	I participate in community activities	346	3.72	1.39	High
Average Mean		346	4.05	1.01	High

Source: Fieldwork (2024)

Criterion Mean = 3.00

Key: Moderate: 3.00-3.50,

High: 3.51-4.00,

Very High: 4.01-5.00

Table 3 shows descriptive statistics of Mean and Standard Deviation computed to assess the level of Lecturers' job performance in the state universities North Central, Nigeria. The results also revealed that all the Mean ratings for all the descriptor statements were greater than the Criterion Mean of 3.00 which implies that all the statements were accepted by the participants. However, the overall mean rating of the lecturers' job performance (Average mean = 4.05 and Standard Deviation = 1.01) implies that there was high level of Lecturers' job performance in the state universities North Central, Nigeria.

HYPOTHESIS TESTING

There is no significant relationship between Availability of Electric Power Supply Services and Lecturers' Job Performance in the state universities North Central, Nigeria.

In testing null hypothesis one, the scores of the responses collected from the 346 participants who responded to the research instrument on availability of Electricity Power supply services and Lecturers' job performance in the state universities North Central, Nigeria were organized and analyzed electronically using inferential statistics of Bivariate Pearson's Product moment correlation coefficient as presented in Table 6.

Table 4: Pearson's Correlation Coefficient for Relationship between Availability of Electric Power Supply and Lecturers' Job Performance in the state universities North Central, Nigeria.

Variable	N	Mean	Std. Dev	Df	r-Cal	p-Value	Decision
Avail. of Electricity	34	3.465	0.704	34	0.430*	0.00	H ₀₁ Rejected
Job Performance	34	4.054	0.478	4	*	1	

Source: Fieldwork (2024)

Table 4 presents a summary of bivariate Pearson's correlation performed to establish the degree of relationship between availability of electric power supply services and lecturers' job performance in the state universities North Central, Nigeria. The results of the analysis $r(344) = 0.430$, $p < 0.05$ undoubtedly revealed that there was significant moderate positive relationship between availability of electricity power supply services and Lecturers' job performance in the state universities North Central, Nigeria. However, since the p -Value of 0.001 is less than 0.05 level of significance, the null hypothesis one (H₀₁) which states that there is no significant relationship between availability of electricity supply services and Lecturers' job performance is rejected. Therefore, this implies that there is significant moderate positive relationship between availability of electricity supply services and Lecturers' job performance which plainly demonstrated that the higher the availability of electricity supply services, the higher the Lecturers' Job performance in the state universities North Central, Nigeria.

SUMMARY OF FINDINGS

- i. There was high supply of electricity in the state universities, North Central, Nigeria.
- ii. There was very high level of Job performance among the Lecturers in the state universities North Central, Nigeria.
- iii. There was moderate positive relationship between availability of Electricity Power Supply services and Lecturers' job performance in the state universities North Central, Nigeria.
- iv. There was significant moderate positive relationship between availability of electric power supply services and lecturers' job performance in the state universities North Central, Nigeria.

DISCUSSION OF FINDINGS

Based on the analysis and interpretations of this work, the following findings were made:

Answer to research question one that states, what is the level of supply of electricity in state universities North Central, Nigeria? There was high level supply of electricity in the state

universities, North Central Zone, Nigeria. This study is in line with that of Okafor and Eze (2022); Aliyu, (2020) who examined the effects of work environment (with particular focus on electric power supply) on job performance of academic staff in federal and state universities in Nigeria.

Answer to research question two that states, what is the level of lecturers' job performance in state universities North Central, Nigeria. The finding revealed that lecturers of state universities, North Central, Nigeria have high level of job performance. The finding was in line with Oyewole, *et al.* (2019) who found that the impact of lecturers' job performance was moderate with high internal efficiency better work environments and instructional resources correlate with improved performance level of the overall level of the lecturers' job performance is often moderate with strong commitment to teaching.

Result in hypothesis one states that there is significant moderate positive relationship between availability of electric power supply services and lecturers' job performance in the state universities North Central, Nigeria. The finding was in line with Michael and Stephen (2019) whose study shows that there was a significant positive relation in regular electric power supply to offices and lecturers' job performance in terms of teaching research and publication. Similarly, Agba and Ocheni (2017); Okafor and Eze (2022) found out that there was significant positive relationship between regular electric power supply and lecturers' job performance in Nigerian public universities. This strongly supports Adekunle and Bello (2021) who found out those universities with hybrid power system showed 32% better teaching evaluations. Mwangi and Kibet (2023) confirmed the present finding, who found out that Nigeria lecturers lose 12 weekly research hours to outages. Babajide, Egenti and Komolafe (2016) similarly noted power irregularities disrupt academic schedules.

CONCLUSION

Based on the findings above, the study concluded that, there was strong significant joint contributions of availability and functionality of school social services on lecturers' job performance in state universities, North Central, Nigeria which demonstrated that the higher the availability and functionality

of the school social services, the higher the lecturers' job performance in state universities, North Central, Nigeria.

RECOMMENDATIONS

Based on the conclusion above, the following recommendations are put forward:

1. The management and government should collaborate to improve job performance among lecturers by providing incentives and maintaining the quality of electric power supply. This will encourage efficient service delivery and ensure reliable and consistent power supply.
2. Upgrading power infrastructure and using alternative sources like solar energy can also help.
3. Since the effectiveness of lecturers is closely tied to the availability of essential power supply, university management should ensure that electric power supply is readily available, accessible, and responsive to lecturers' needs.

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