

Lecturers' Engagement and Job Performance: Experiences from Kwara State Tertiary Institutions in Nigeria

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Abstract

The study examined lecturers' engagement and job performance in tertiary education institutions in Kwara state. A descriptive survey type was adopted as the research design, with a study being guided by two research questions, one of which was the main question and four operational hypotheses. The population consisted of all 14,000 lecturers in Kwara State tertiary institutions. The researchers used a purposive sampling technique to select 350 lecturers who were engaged in the four components, i.e., teaching, research, academic advising and administration, as the respondents for the study. The data collection instrument was a researcher-designed questionnaire. Descriptive statistics were employed to analyse the research questions, while inferential statistics was used to test all the hypotheses at 0.05 alpha level of significance. The study revealed that lecturers are more engaged in teaching, research, academic advising, and administration. The study recommends the need for robust measures to enhance lecturers' engagement in tertiary institutions in Nigeria.

Keywords: *Lecturers' engagement, teaching, research, academic advising, administration, job performance*

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Introduction

The importance of tertiary education to national development in Nigeria cannot be overemphasised. This is because tertiary education plays a major role in the development and training of individuals who, in turn, will bring about the social, economic and political development of the country. Tertiary institutions are established with the mandate of ensuring that the manpower needs of the country are met. According to the National Policy on Education (2013), tertiary education is the education received after the post-basic education in institutions such as universities,

inter-university centres such as Nigeria French Language Centre, Nigeria Arabic Language Centre, National Institute of Nigeria Languages, institutions such as Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnics, Polytechnics and other specialised institutions such as College of Agriculture, Schools of Health and Technology, and the National Teachers' institutes (NTI).

In addition to the goals of tertiary educational institutions in sections 5, paragraphs 81 (a-g) of the Federal Republic of Nigeria National Policy on Education (FRN, 2013), technology education in polytechnics is designed to: (i) provide a full-time course of institution and training in engineering, other technologies, applied science, businesses and management leading to the production of trained manpower; (ii) provide the technical knowledge and skills necessary for the agricultural, industrial, commercial and economic development of Nigeria; (iii) give training and impart the necessary skills for the production of technicians, technologies and other skilled personnel who shall be enterprising and self-reliant; (iv) train people who can apply scientific knowledge to solve environmental knowledge problems for the convenience of man and (v) give exposure on professional studies in the technologies.

A tertiary education institution is a place where human minds are trained and knowledge development is facilitated. It is a community of scholars and researchers saddled with the responsibility of finding solutions to societal problems through quality research. A typical tertiary institution comprises three major actors: the administrators, the academic staff, the non-academic staff, and the students. All the human factors in tertiary institutions are saddled with different roles (Ojo, 2020). In universities, for example, lecturers are responsible for teaching, research, and community service, as outlined by the Federal Government of Nigeria in 2013. Like any organisation, tertiary education institutions rely on their staff to carry out their work effectively and achieve their goals, ultimately resulting in organisational performance. Onyeizugbe and Orogbu (2015) assert that the university staff are valuable assets essential for achieving the university's educational goals. It is widely known that the quality of human resources comprising the teaching and non-teaching staff is a critical factor in the growth of tertiary institutions. The level of commitment and creativity exhibited by workers is pivotal in realising an organisation's productivity and sustainability, often with the endorsement of the management (Markos & Sandhya, 2010).

The role of a teacher in the teaching and learning process cannot be undermined. This is because the teacher plays a very significant role in the development of the learners' intellects by inculcating the right attitudes, knowledge, values and skills in them (Ojo & Illo, 2019). In higher educational institutions, teachers are referred to as lecturers. The tasks and duties of lecturers in higher educational institutions

go beyond teaching in the classroom. Lecturers in higher educational institutions are engaged in teaching, research, academic advising and administration. Lecturers are professionals with multi-faceted job engagements. Each university all around the world would provide a detailed job description, which includes other important elements, namely supervision, consultation and publication.

The success of tertiary institutions is determined by the manner in which the lecturers are engaged. The engagement of lecturers with respect to their responsibilities goes a long way in the achievement of job performance. An “engaged lecturer is fully absorbed by and enthusiastic about his work and so takes positive action to further the school’s reputation and interest (Wollard, 2011). They are also more focused than their disengaged counterparts. Furthermore, lecturers who are engaged in most cases are assumed to work more efficiently when performing their duties and with the aim of putting the success of the school in their minds as a top priority.

Statement of the problem

The issue of low job performance on the part of lecturers in tertiary institutions in Nigeria has received a lot of attention in the literature, and the findings have been inconclusive (Agbionu, Anyalor & Nwali, 2018). A lot of researchers, both at home and abroad, have carried out studies on number of related variables such as leadership behaviour, motivation, staff management, human resource management and instructional strategies as it affects lecturers’ job performance (Ajayi, Audu & Ajayi, 2017; Ewetan & Ewetan, 2015; Odewumi, Ajibewa & Ajibade 2015; Onweh & Akpan 2014 and Adeyemo, 2010). The gap identified by the researcher is that none of the earlier researchers focused on the lecturers’ engagement and job performance. In the educational setting, precisely the tertiary institutions, the contributions and commitments of the lecturers cannot be over-emphasised. Consequently, scholars in recent studies have paid attention to factors that can make or mar the performances of lecturers in the school. This can be attributed to factors such as poor teaching engagement, poor research engagement, poor academic advising engagement and administrative engagement.

Purpose of the Study

The study was carried out to examine lecturers’ engagement and job performance in tertiary institutions in Kwara State, Nigeria.

The specific purposes of the study were to:

- i. Examine the various aspects in which lecturers are being engaged in Kwara State tertiary institutions.
- ii. Find out the level of lecturers’ job performance in Kwara State tertiary institutions.

Research Questions

In order to achieve the desired objectives, the following research questions were raised for the study:

- i. What are the various aspects in which lecturers are being engaged in Kwara state tertiary institutions?
- ii. What is the level of lecturers' job performance in Kwara state tertiary institutions?

Research Hypotheses

Main Hypothesis

H₀: There is no significant relationship between lecturers' engagement and job performance in Kwara state Tertiary institutions.

Operational Hypothesis

H₀₁: There is no significant relationship between lecturers' teaching engagement and lecturers' job performance in Kwara state tertiary institutions.

H₀₂: there is no significant relationship between lecturers' research engagement and lecturers' job performance in Kwara state tertiary institutions.

H₀₃: there is no significant relationship between lecturers' academic advising and lecturers' job performance in Kwara state tertiary institutions.

H₀₄: there is no significant relationship between lecturers' administrative engagement and lecturers' job performance in Kwara state tertiary institutions.

Literature Review

In 2014, Shoko and Zinyemba conducted a study on the effects of employee engagement on organisational commitment among workers at national higher education institutes in Zimbabwe. According to their research, only 33.8% of employees were actively engaged, while the remaining 66.2% displayed low levels of engagement. Additionally, their findings suggest a positive correlation between employee engagement and organisational commitment. A study on the effect of employee engagement, transformational leadership and organisational communication on organisational commitment was conducted by Moyo (2019). The study found that employee engagement, transformational leadership and organisational communication have a significant positive effect on organisational commitment. Dimowo, Omokide and Otaru (2022) conducted a descriptive survey on lecturers' job performance and internal efficiency in publicly owned universities in southwest Nigeria. Their study showed that lecturers' job performance was

moderate, with a high internal efficiency. Falade, Ibrahim and Odewumi (2021) in their research on lecturers' engagement of open-source software (OSS) for learning at the University of Ilorin, Ilorin, Nigeria. Findings revealed that lecturers' engagement in the use of the OSS was positive. In research conducted by Diale and Eseadi (2022) on evaluating data from a work engagement intervention for Nigerian history lecturers, the findings of their study revealed a significant improvement in the work engagement of history lecturers. In their 2022 study, Hazel and Calvin honed in on employee engagement levels within Small to Medium Enterprises in the catering industry, aiming to determine how such engagement could be leveraged for competitive advantage. The research uncovered that employees were experiencing disengagement largely because of shifts in work processes, compounded by job insecurity stemming from ongoing lockdowns and insufficient revenue generation by their respective companies.

Agbionu, Anyalor, and Nwali (2018) conducted an investigation into employee engagement and the performance of lecturers in Nigerian tertiary institutions. The study's major findings revealed a positive relationship between employer reciprocity and lecturers' research output. Taiwo (2014) examined the influence of organizational climates on lecturers' job performance in Kwara State Colleges of Education. Additionally, Lisa (2014) conducted a cross-sectional study focusing on the relationship between lecturers' job performance and their work engagement, exploring the mediating effect of trait emotional intelligence. Research indicates that work engagement positively impacts both in-role and extra-role performance, suggesting that highly engaged employees are more likely to excel in their assigned tasks and go beyond what is expected of them. Markos and Sridevi (2010) argued that employers should invest in workforce engagement, as recent research has shown a positive association between work engagement and performance outcomes, including employee retention and productivity. Scholars such as Richman (2006) and Fleming and Asplund (2007) suggest that engaged employees tend to be more productive and focused, motivated to achieve their work goals beyond personal factors. Engaged employees also work more efficiently, prioritizing the organization's success.

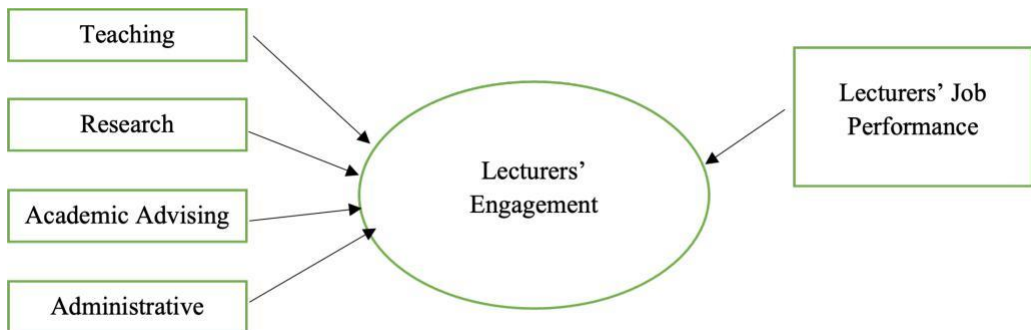
Employee job engagement is one of the main business priorities for organisational executives. As McEwen (2011) suggests, an employee's level of engagement is influenced by their perceptions and evaluations of various aspects of their work experience, such as their employer, leadership, job tasks, and work environment. Echols (2005) recommends that managers prioritise their staff's skills, knowledge, and talents to foster job engagement. By recognising and utilising these strengths, employees are more likely to be engaged and perform at a higher level.

Theoretical Framework

The Social Exchange Theory, developed by George Homans in 1958, was the theoretical framework adopted for this study. The theory focuses on the reasons why people choose to work in an organisation. According to this theory, leadership efforts often lead to increased performance by employees. The theory focuses on the series of interactions between parties who are in a state of reciprocal interdependence (Sake & Rotman, 2006, p. 603). The implications of this theory on lecturers' engagement and job performance are that when lecturers believe that their institution cares about their well-being and growth, they become more engaged. This means that if lecturers perceive that their contributions towards the organisation's growth will generate an equivalent return from the institution, they tend to be more committed. Education institutions can support their lecturers by providing them with funding opportunities for their research, creating a conducive atmosphere that favours quality teaching, providing motivation during academic advising of students, and giving support to them while carrying out their administrative activities. By doing these things, they can foster a sense of commitment and engagement among their lecturers.

Figure 1

Relationship Between Lecturers' Engagement and Job Performance



Source: Researchers' Design (2023).

Figure 1 shows the conceptual framework of the study. In the framework, lecturers' engagement is the independent variable with sub-constructs of teaching, research, academic advising and administration, while job performance is the dependent variable. The figure indicates the various areas in which lecturers in tertiary education institutions in Kwara State are engaged and how they bring about their job performance.

Methodology

The design employed for this study was the descriptive research survey method. The descriptive survey approach was considered appropriate for this study because the researchers collected information from a representative sample of lecturers in Kwara State tertiary education institutions.

Study Area

The study was carried out in Kwara State, Nigeria, which was established on May 27th, 1967. Kwara State is located in North-Central Nigeria and boasts a capital city called Ilorin. It has a total of 16 local government areas and shares borders with Kogi State to the east, Niger State to the north, and Ekiti, Osun, and Oyo states to the south. It has an international border with the Republic of Benin. The state covers an area of approximately 36,825 square kilometres, ranking 9th in size. According to the Nigerian 2006 Census, Kwara State had a population of 3.27 million, which constitutes about 1.69% of the total national population, with immigration being the primary contributor to population growth and socio-economic development. The major ethnic groups in Kwara State are Yoruba, Nupe, Fulani, and Baruba.

Kwara State is home to a Federal university, the University of Ilorin, a state university, Kwara State University, and seven privately owned universities: Al-Hikmah University, Landmark University, Summit University, Offa Crown Hill University, Thomas Adewumi University, Ahman Pategi University, and the University of Offa. Kwara State also has five approved polytechnics: a federal polytechnic, Federal Polytechnic Offa, a state-owned polytechnic, Kwara State Polytechnic, and three privately owned polytechnics: The Polytechnic Igbo Owu, Lens Polytechnic, and Graceland Polytechnic. Out of the fifteen Colleges of Education in Kwara State, eleven are owned by private establishments, including College of Education Ilemona, Muhyideen College of Education, Kinsey College of Education, Ilorin, Kwara State, Moje College of Education, Erin- Ile, Imam Hamzat College of Education, ECWA College of Education, College of Education Offa, Nana Aisha College of Education, Adesina College of Education, and Pan African College of Education. The state government funds the other four colleges of education in Kwara State: Kwara State College of Education Ilorin, College of Education Oro, Kwara State College of Education (Technical) Lafiagi, and one federal government's institution offering NCE, the Nigeria Army School of Education. Additionally, there is a Navy school, Nigerian Navy School of Health Science, Irra Road, Offa, and an aviation college, International Aviation College, Ilorin. Thus, the total number of tertiary education institutions in Kwara State is 29.

The population consists of all the 14,000 lecturers in Kwara State tertiary education institutions at the time of carrying out this study. In order to obtain a representative

sample from the overall lecturers, the researchers used a purposive sampling technique to select lecturers who are engaged in the four components, i.e. teaching, research, academic advising and administration, as the respondents for the study. Therefore, a total of 350 lecturers representing the whole population were sampled for the study.

The instrument that was used for data was a researchers-designed questionnaire. Two sets of questionnaires tagged lecturers' engagement questionnaire (LEQ) and job performance questionnaire (JPQ) guided by the research questions were used for data collection. The two sets of questionnaires were constructed by the researchers and vetted by colleagues in the field of Educational Management and Measurement and Evaluation at the University of Ilorin for both face and content validities. The LEQ has 20 items with five items for each of the constructs of lecturers' engagement, while the JPQ also has 20 items with five items each on the constructs of job performance. The questionnaire items for LEQ were structured along the 4-point Likert scale of strongly agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1.

In contrast, the JPQ was structured as very high, high, moderate, and very low. The reason for having the JPQ as very high, high, moderate and very low was because the research questions raised for it were based on level, and the only way to answer the level of a variable is by considering whether it is very high, high, moderate and very low. In order to ascertain the reliability of the questionnaire, the test-retest method was carried out on some lecturers from the tertiary education institutions that do not form part of the envisaged population. Thirty copies of the questionnaire were administered to some lecturers outside the sampled schools. After the first administration, the researchers went back to administer the same questionnaire to the same 30 respondents after two weeks. After that, the two sets of scores obtained from the two administrations were correlated at 0.05 alpha level of significance using the Pearson Product Moment Correlation Coefficient, which yielded 0.82 and 0.88 for the two instruments, respectively.

The administration of the instruments was personally carried out by the researchers with the help of three trained research assistants. The 350 copies of the questionnaire were duly retrieved, which gives a 100 per cent rate of return. The reason for the 100 per cent rate of return was that the three research assistants engaged were adequately motivated by the researchers and were trained properly on the importance of the study. Analyses of data collected were subjected to both descriptive and inferential statistics. The choice of these two statistics was because descriptive statistics provide a basis for answering the two research questions raised in the study. In contrast, inferential statistics was used to test all the hypotheses because the study was a relationship study on the correlation that exists between lecturers'

engagements and lecturers' job performance in tertiary education institutions in Kwara State, Nigeria.

Ethical statement

It is important to mention that the researchers respect the responses of the respondents whose opinions were sampled in this study by ensuring that they are treated with uttermost confidentiality. However, in the process of administrating the instruments, respondents were not forced or enticed by any financial gains or predetermined results to engage in the activities. This research is independent and impartial in every aspect.

Results

Answering of Research Questions

Research Question One: What are the various aspects in which lecturers are being engaged in Kwara state Tertiary Institutions?

Table 1

Table Showing the Aspects Where Lecturers are Being Engaged in Kwara State Tertiary Education Institutions

S/N	Items	Mean	Rank
1	Teaching	2.98	1 st
2	Research	2.95	2 nd
3	Academic Advising	2.84	3 rd
4	Administrative	2.68	4 th

Table 1 shows the aspects lecturers are being engaged in in Kwara State tertiary education institutions. As shown in the table, the lecturers are more engaged in teaching (2.98), followed by research (2.95), academic advising (2.84) and then administrative (2.68). Apparently, the lecturers are more engaged in teaching. The reason for this finding is that teaching is the most important component of lecturers' job engagement then, followed by research. Both academic advising and administrative are not the major mandates of tertiary education institutions.

Research Question Two: What is the level of lecturers' job performance in Kwara state tertiary institutions?

Table 2

The Level of Lecturers' Job Performance in Kwara State Tertiary Education Institutions

S/N	Items	Mean	Rank
1	Moderate	3.01	1 st
2	High	2.97	2 nd
3	Very High	2.74	3 rd
4	Low	2.58	4 th
5	Very Low	2.42	5 th

Table 2 shows the level of lecturers' job performance in Kwara state tertiary institutions. The level of lecturers' job performance is Moderate (3.01), High (2.97), Very High (2.74), Low (2.58) and Very Low (2.42). Apparently, the level of lecturers' job performance in Kwara state tertiary institutions is moderate. The reason for this is that the majority of the lecturers in Kwara State are moderately committed to their job.

Hypothesis Testing

H₀: There is no significant relationship between lecturers' engagement and job performance in Kwara state tertiary education institutions.

Table 3

The Relationship between Lecturers Job Engagement and Lecturers' Job Engagement

Variables	N	Mean	SD	r-value	Df	P-value	Decision
		X		calculated			
Lecturers' Job Engagement	350	2.98	1.11	0.31	148	.000	H ₀ Rejected
Lecturers' Job Performance	350	3.01	.48				

P<0.05 at 0.05 alpha level

Table 3 shows that the P-value of .000 is less than the .05 level of significance, an implication of which the null hypothesis, which states that there is no significant relationship between Lecturers Job Engagement and Lecturers Job Performance in Kwara state secondary schools, is rejected. This means that there is a significant

relationship between lecturers' job engagement and job performance in Kwara State tertiary education institutions.

H₀₁: There is no significant relationship between lecturers' teaching engagement and students' academic performance in Kwara State tertiary education institutions.

Table 4

The Relationship between Lecturers Teaching Engagement and Lecturers' Job Engagement

Variables	N	Mean	SD	r-value	Df	P-value	Decision
		X		calculated			
Lecturers Teaching Engagement	350	2.84	1.21	0.29	148	.000	H ₀ Rejected
Lecturers' Job Performance	350	3.01	.48				

P<0.05 at 0.05 alpha level

Table 4 shows that the P-value of .000 is less than the .05 level of significance, an implication of which the null hypothesis, which states that there is no significant relationship between Lecturers Teaching Engagement and Lecturers Job Performance in Kwara State tertiary education institutions, is rejected. This means that there is a significant relationship between Lecturers' Teaching Engagement and Lecturers' Job Performance in Kwara State tertiary education institutions.

H₀₂: There is no significant relationship between lecturers' research engagement and students' academic performance in Kwara state tertiary education institutions.

Table 5

The Relationship between Lecturers Research Engagement and Lecturers' Job Engagement

Variables	N	Mean	SD	r-value	Df	P-value	Decision
		X		calculated			
Lecturers Research Engagement	350	2.95	1.14	0.36	148	.000	H ₀ Rejected

Lecturers' Job Performance	350	3.01	.48
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P<0.05 at 0.05 alpha level

Table 5 shows that the P-value of .000 is less than the .05 level of significance, an implication of which the null hypothesis, which states that there is no significant relationship between Lecturers Research Engagement and Lecturers Job Performance in Kwara State tertiary education institutions, is rejected. This means that there is a significant relationship between Lecturers' Research Engagement and Lecturers' Job Performance in Kwara State tertiary education institutions.

H₀₃: There is no significant relationship between lecturers' academic advising and students' academic performance in Kwara state tertiary institutions.

Table 6

The Relationship between Lecturers' Academic Advising and Lecturers' Job Engagement

Variables	N	Mean	SD	r-value	Df	P-value	Decision
		X		calculated			
Lecturers Academic Advising	350	2.95	1.17	0.36	148	.000	H ₀ Rejected
Lecturers' Job Performance	350	3.01	.48				

P<0.05 at 0.05 alpha level

Table 6 shows that the P-value of .000 is less than the .05 level of significance, an implication of which the null hypothesis, which states that there is no significant relationship between Lecturers' Academic Advising and Lecturers' Job Performance in Kwara State tertiary education institutions is rejected. This means that there is a significant relationship between lecturers' academic advising and job performance in Kwara State tertiary education institutions.

H₀₄: There is no significant relationship between lecturers' administrative engagement and lecturers' job performance in Kwara state tertiary education institutions.

Table 7

The Relationship between Lecturers Administrative Engagement and Lecturers' Job Performance

Variables	N	Mean	SD	r-value	Df	P-value	Decision
		X		calculated			
Lecturers Administrative Engagement	350	2.95	1.17	0.36	148	.000	H ₀ Rejected
Lecturers' Job Performance	350	3.01	.48				

P<0.05 at 0.05 alpha level

Table 7 shows that the P-value of .000 is less than the .05 level of significance, an implication of which the null hypothesis, which states that there is no significant relationship between Lecturers' Administrative Engagement and Lecturers' Job Performance in Kwara State tertiary institutions, is rejected. This means that there is a significant relationship between lecturers' administrative engagement and lecturers' job performance in Kwara State tertiary education institutions.

Discussion of Findings

The study investigated lecturers' engagement and job performance experience from Kwara State tertiary institutions. It was revealed in the study that lecturers are mostly engaged in teaching compared to other aspects such as research, academic advising, and administration. The result agreed with the earlier finding of Moyo (2019), who found that employee engagement has a significant positive effect on organisational commitment. The study also revealed that the level of lecturers' job performance is moderate. This finding is in agreement with the findings of Dimowo, Omokide and Otaru (2022), which showed that lecturers' job performance was moderate and had a high internal efficiency.

Five hypotheses were tested in the study, and the results disclosed that there exists a significant relationship between lecturers' job engagement and job performance in Kwara state tertiary institutions. Singh (2013) states that job engagement is an experiential state that enables organisation members to draw deeply on themselves in role performances. Engagement in a role refers to one's psychological presence in the role or focuses on role activities and may be an important ingredient for effective role performance (Kahn, 2002). Kahn includes the expression of thoughts, feelings, questioning, assumptions and innovating in his definition of engagement.

It was also revealed that there exists a relationship between lecturers teaching engagement and job performance in Kwara State tertiary institutions. The findings of the study agreed with the findings of Maslach, Schaufeli, and Leiter (2011), who found that lecturers' teaching engagement involves energy, involvement, and efficacy. Hence, the importance of lecturers' job engagement cannot be underestimated. The findings of the study are in tandem with earlier findings of Agbionu, Anyalor and Nwali (2018), which showed that there is a positive relationship between employer reciprocity and lectures' research output.

It was also disclosed that there exists a relationship between lecturers' research engagement and job performance in Kwara state tertiary institutions. The finding is in agreement with the finding by Diale and Eseadi (2022), whose findings revealed a significant improvement in the work engagement of history lecturers. This result rests on the assertion that educational research can be used to assist educators in observing that the impact of particular types of teaching and learning processes depends upon the subject matter to be learned in relation to the skills, knowledge and attitudes that learners bring into the learning environment and the purpose of learning and the assessments used to measure that learning relative to those objectives (Bransford, Vye, Stipek, Gomez, & Lam, 2014).

The study revealed that there exists a relationship between lecturers' administrative engagement and job performance in Kwara state tertiary institutions. This finding is in line with that of Udoh and Akpa (1997), who asserted that where teachers are adequately involved in the decision-making process, there would be commitment and adequate support from the administrators. The realisation of school goals will be easy, and apathy and opposition within the school will be minimised.

Conclusion and Recommendations

This study has revealed that lecturers in tertiary education institutions are primarily engaged in teaching, research, academic advising, and administration. This implies that lecturers in Kwara state tertiary institutions are professionals with multi-faceted job engagements. The majority of the lecturers in Kwara state tertiary education institutions are more engaged in teaching, followed by research, academic advising and then administrative. Furthermore, the job performance of lecturers in Kwara state tertiary institutions is moderate. Lastly, the study revealed that there is a significant relationship between lecturers' job engagements and lecturers' job performance in Kwara State tertiary institutions.

Based on the findings and conclusions of this study, it is recommended that:

- i. Necessary teaching facilities in the classroom environment, such as furniture, boards, lighting, and fans needed for effective teaching, should be provided for lecturers to achieve better job performance.

- ii. Since research is another aspect where lecturers have been engaged in tertiary education institutions, measures should be put in place to provide research opportunities for the lecturers by the school management in order for their output in terms of research to be improved upon.
- iii. Necessary inputs that could assist the lecturers in providing academic advice to the students should be provided by management.
- iv. Management of tertiary education institutions should attach a reasonable score to the administrative engagement of lecturers during the process of scoring lecturers' papers during the promotion exercise. By awarding a reasonable score to it, lecturers will be more willing to contribute more to the administration of the departments.

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