

Relationship between Performance Appraisal Criteria and Lecturers' Productivity in Universities in South-West Geo-Political Zone, Nigeria

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Abstract - *Performance appraisal plays significant role in lecturers' productivity. There is general opinion that the Nigerian university education is decaying in terms of the quality of its outputs, thus necessitating this study. The present study therefore investigated the relationship between performance appraisal criteria and lecturers' productivity in universities in south-west geo-political zone, Nigeria. Correlational survey method was employed for the study. The population of the study comprised all 4,991 lecturers of the five federal universities in south-west geo-political zone, Nigeria. Proportional sampling technique was used to select 1,360 lecturers from the five federal universities using Krejcie and Morgan (1970) sampling table. The study indicated that the level of lecturers' productivity in teaching in universities in South-west geo-political zone, Nigeria is on the average; that level of lecturers' productivity in research in universities in South-west geo-political zone, Nigeria is high; and that the level of lecturers' productivity in community service in universities in South-west geo-political zone, Nigeria is low. The study concluded that to enhance lecturers' productivity especially in teaching and community service, lecturers' performance appraisal criteria must be reviewed. Based on the findings of the study, it was therefore recommended among others that the Federal Government of Nigeria through the National University Commission should review the performance appraisal criteria of academic staff especially those in humanities related disciplines.*

Keywords: Appraisal, criteria, productivity

INTRODUCTION

Education has been recognised as an instrument par excellence for efficiency national development. This made education to witness massive investment from government and other stakeholder in developing

countries including Nigeria. University Education in Nigeria started with the establishment of university college, Ibadan (UCI) in 1948. Before 1948, the practice was for Nigerians yearning for university education to attend British and American Universities and Fourah Bay College in Sierra Leone. The colonial administration felt the need for university education and by 1948, the first Nigerian university (UCI) came into being.

Obviously, the reason behind the establishment of university education in Nigeria is to coordinate and enhance the development and utilization of manpower in Nigeria. Thus, the objectives of university education in Nigeria includes: to aid national development through training of relevant manpower, develop and inculcate in the learners proper values for them to survive in the society, develop individual intellectual capability in order for them to understand and appreciate their environment, acquire both physical and intellectual skills in order for them to be self-reliant and useful members of the society, promote and encourage scholarship and community service; enhance national unity and aid national and international understanding and interaction [1].

In pursuance of these goals, universities in Nigeria have triple mandate of teaching, research and community service. The main agent for achieving these objectives is the university personnel especially the lecturers. The FGN (2004) asserted that no educational institution can rise above the quality of its personnel. The extents to which these lecturers achieve the triple mandate of the university (teaching, research and community service) constitute their productivity. Thus lecturers' productivity is defined as the rate at which lecturers in a university achieve individual given objectives in relation to the university goal achievement [2].

The level of lecturer's performance differs from one lecturer to another. These differences may not be connected to the motivating factors use in the university. The motivating factors range from welfare scheme, health scheme and promotion or performance appraisal. Performance appraisal is the process through which lecturers' contribution towards university goal achievement during a specific period is assessed. The main reason behind performance appraisal in any organization including the universities is to improve the performance of the individual employee, thereby leading to improvement in the performance of the organization as a whole[3]. For performance appraisal to be effective, it is necessity to anchor it on the performance criteria that have been outlined for the job. Riggio[4] describes performance criteria as the means for determining successful or unsuccessful job performance. Performance criteria spell out the specific elements of a job and make it easier to develop the means of assessing levels of successful or unsuccessful job performance. It can thus be inferred that an appraisal system not hinged on this all important criteria, can neither be appropriate nor fair, particularly to the employee, whose performance is being evaluated. In fact, some key points in the arguments of those opposed to performance appraisal is that, most of the time, wrong things are rated and the wrong methods used [5], [6].

This calls to question the fairness of the appraisal system and its ability to effectively produce the desired outcomes. The end result of this is that it produces exactly the opposite effect to those intended [7]. The bases for appraising lecturers' performance in Universities in Nigeria are the mandates of teaching, research and community service. It could be said that teaching is the most important of the triple mandate because teaching is the first task of the lecturer, although the three functions are interrelated and can hardly be divorced from one another. That is probably why the quality of teaching is underpinned by research. This statement is evident in the performance appraised criteria of lecturer where teaching carries a lower percentage (15%) , research carries a larger proportion (50%), community service carries about 10% and others like academic excellence qualification carry the remaining 25% [8].

The implication of these performance appraisal criteria is that lecturers tend to neglect teaching, which is the most important mandate of lecturers and university at large. This is because teaching is lowly rated in the lecturers' performance appraisal. The lecturers focussed more on writing papers and publish,

hence the "publish or perish" slogan. Lecturers may therefore decide to be absent in class, give little attention to student, and go to class unprepared, since all these have little effect on their promotion. Once the lecturers publish, every other thing can be treated nonchalantly. Teaching is thus treated as a second fiddled. As rightly observed by Belias and Koustelios[9], for universities to fully achieve its statutory functions, effort must be made to ensure that teaching and learning is well carried out. But the lecturers' performance appraisal criteria in universities in Nigeria seems not to encourage lecturers to be more productive in teaching, it rather encourages them to publish. It is against this background that this study is carried out.

PROBLEM

Several scholars have explored performance appraisal criteria in relation to teacher's productivity over the years. Gaiduk, Gaiduk, and Fields[10] defined promotional opportunities as possible chances seen by an employee to grow within the organization. According to them, employees expect to work in the organizations which provide plenty of promotional opportunities for more challenging and responsible positions. If there is a good environment of promotion policies within the company, employees tend to work hard to earn the promotion thus increase their productivity, as well as develop a strong emotional bond with their workplace [10]. Abdulkareem[2] also carried out a study on lecturers' job commitment, corporate culture and university goal achievement in South-west geo-political zone. The findings of the study showed that lecturers' productivity in research is very high compared to lecturers' productivity in teaching and community service which are on the average and low respectively.

To the best of the researchers' knowledge, there is no empirical study that aimed at investigating staff performance appraisal criteria and lecturers productivity in universities in South-west geo-political zone, Nigeria. This is the gap that this study tends to fill.

Purpose of the Study

The main purpose of the study is to examine if there is any relationship between staff performance appraisal criteria and lecturers productivity in universities in south-west geo-political zone, Nigeria. Specifically, the purpose include to examine the structure of performance appraisal criteria in universities in south-west geo-political zone, Nigeria; examine the level of lecturers productivity in

teaching in universities in south-west geo-political zone, Nigeria; examine the level of lecturers productivity in research in universities in south-west geo-political zone, Nigeria; investigate the level of lecturers productivity in community services in universities in south-west geo-political zone, Nigeria; and investigate if there is any significant difference in the opinion of lecturers (science and humanity) of universities in south-west geo-political zone, Nigeria

Research Hypothesis

There is no significant relationship between staff performance appraisal criteria and lecturers' productivity in universities in south-west geo-political zone, Nigeria.

Operational Hypotheses

- i there is no significant relationship between staff performance appraisal criteria and lecturers' productivity in teaching in universities in south-west geo-political zone, Nigeria.
- ii there is no significant relationship between staff performance appraisal criteria and lecturers' productivity in research in universities in south-west geo-political zone, Nigeria.
- iii there is no significant relationship between staff performance appraisal criteria and lecturers' productivity in community service in universities in south-west geo-political zone, Nigeria.
- iv there is no significant difference in the opinion of lecturers in science and lecturers' in humanities

METHOD

Correlational survey method was employed for the study. This method is deemed appropriate for this study because it allows a researcher to collect data from a sample of a population, analyse these data and reach logical conclusion about the population. The population of the study comprised all 4,991 lecturers of the five federal universities in south-west geo-political zone, Nigeria. Proportional sampling technique was used to select 1,360 lecturers from the five federal universities using Krejcie and Morgan

[11] sampling table. Stratified random sampling technique was then used to select lecturers each from faculties of science, Engineering, Art and Education. Stratified random sampling technique was used in order to be able to compare the opinion of science based lecturers and humanities based lecturers. A researcher designed questionnaire titled "staff performance appraisal criteria and lecturers productivity in research and community service Questionnaire" was used for data collection. The instrument was patterned in a Likert 4-scaled format; where Strongly Agree (SA) was rated 4 point, Agree (A) rated 3, Disagree (D) rated 2 points and Strongly Disagree (SD) was rated 1 point. The reliability of the instrument was ensured by using test-retest method and the reliability coefficient was 0.65. Students' academic performance pro-forma was used to collect secondary data to determine lecturers' productivity in teaching. The researcher personally administered the questionnaire with the help of six research assistants. The research questions were answered using percentage while Pearson Product Moment Correlation and t-test statistics were used to test the hypotheses formulated

RESULTS

Table 1 shows the performance appraisal criteria of lecturers where teaching carries a lower percentage (15%), research carries a larger proportion (about 50%), community service carries about 10% and others like academic excellence, qualification carries the remaining 25%.

Table 1. Structure of Staff Performance Appraisal Criteria in Universities in SW, Nigeria

Item	%
1. Teaching	15
2. Research	50
3. Community Service	10
4. Academic Excellence and Qualifications	25
Total	100

Source: University of Ilorin Condition of Service for Senior Staff (2014)

Table 2. Lecturers' Productivity in Teaching in South-west Geo-political Zone, Nigeria

SN Years	1 st Class	2 nd Class upper	2 nd Class lower	3 rd Class	pass
1. 2008/2009	347	5032	15,936	1100	50
2. 2009/2010	298	4,69	16,464	1,302	72
3. 2011/2012	303	7,820	17,107	930	100
4. 2010/2011	101	3,110	14,157	1,517	89
5. 2012/2013	73	2,320	13,143	2,091	132
Total	1,122	22,981	65,107	2,6,942	443

Source: Graduation brochures of five federal universities from 2008/2009-2012/2013 academic sessions.

Table 2 showed that 1,122 (1.2 %) students graduated with first class, 22,981 (23.8%) students graduated with second class (upper division), 65,107 (67.4%), 6,942 (7.15%) students graduated with third class while 443 (0.45%) graduated with pass between 2008/2009 to 2012/2013 academic session in the five federal universities in south west geo-political zone. Thus, the universities produced more average (67.4% for second class lower division) compared to high flier students (25% for first class and second class upper division) the low fliers (7,6% for third class and pass). It is suffix to conclude that the level of university lecturers' productivity in teaching is average.

Table 3 showed that on the average 7.8% of the respondents have above 20 seminar attended, seminars papers, articles published in local journals, conference papers, research studies carried out, papers in international journals, workshops/exhibition attended, external examiner served in, chapters in books and articles in national journals, 28.1% have between 10-20 while 64.1% of the respondents have between 1-10 of all the aforementioned variables within 2008/2009 to 2012/2013 academic sessions. It can be deduced from the table that 35.9% of the lecturers (on the

average) carried out their knowledge generation role (research) more than ten times in the five years while 68.1 % did same at least between one to ten times. It therefore showed that the university lecturers' productivity in research is achieved to a greater extent.

Table 4 reveals that on the average, 9.2% of the respondent served, give or participate above 20 times between 2008/2009- 2012/2013 academic sessions, in departmental committees, faculty committees, university committees, religious organizations, consultancy services to private organizations, political positions, lectures to local communities, social and cultural activities, student adviser, scholarship to the community, 4.6 % (on the average) of the lecturers have served, give or participate between 10-20 times, while 86.2 % of the lecturers (on the average) have served , give or participate in the community services between 1-10 times between 2008/2009- 2012/2013 academic sessions. From this analysis, it showed that a lower percentage (13.8%) of lecturers participated more than10 times in community services between 2008/2009- 2012/21013 academic sessions. This shows that the level of university lecturers' productivity in community service is low.

Table 3. University Lecturers' Productivity in Research in South-west Geo-political Zone, Nigeria

Items	Above 20	%	11-20	%	1-10	%
1. Seminar attended	222	16.4	702	51.6	436	32
2. Seminar papers	182	13.4	872	64.1	307	22.5
3. Articles published in local journals	500	36.7	540	39.8	320	23.5
4. Conference papers	120	8.8	779	57.2	461	34
5. Research studies carried out	801	58.8	311	22.9	248	18.3
6. Papers in international journals	Nil	nil	nil	nil	1360	100
7. Workshops /exhibition attended	Nil	nil	200	14.7	1160	85.3
8. Times served as an external examiner	20	1.5	30	2.2	1310	96.3
9. Chapters in books	Nil	nil	342	25.1	1018	74.9
10. Articles published in National Journals	20	1.5	50	3.7	1290	94.8
Percentage Average		7.8		28.1		64.1

Source: field survey (2014)

Table 4: University Lecturers' Productivity in Community Service in South-west Geo-political Zone, Nigeria

Items	Above 20	%	11-20	%	1-10	%
1. Departmental Communities served in	nil	nil	nil	nil	1360	100
2. Faculty committees served in	nil	nil	nil	nil	1360	100
3. University committees served in	nil	nil	nil	nil	1360	100
4. Religious organizations served in	nil	nil	nil	nil	1360	100
5. Consultancy services to private organizations	70	5.1	nil	nil	1290	94.9
6. Political position served in	nil	nil	nil	nil	1360	100
7. Lectures to local communities	780	57.3	266	19.6	314	23.1
8. Times served as an external examiner	nil	nil	342	25.1	1018	74.9
9. Social and cultural activities contributed to	847	62.2	248	18.2	265	19.6
10. Times served as student adviser	nil	nil	nil	nil	1360	100
Percentage Average		9.2		4.6		96.2

Source: field survey (2015)

Hypothesis Testing

Main Hypothesis: There is no significant relationship between performance appraisal criteria and lecturers' productivity in universities in south-west geo-political zone, Nigeria.

Table 6. Pearson Moment Correlation Statistic showing Performance Appraisal Criteria and Lecturers' Productivity (N=1360)

	Mean	SD	r-value	p-value	Decision Ho
Performance Appraisal Criteria	13.8	8.2	.34	000	Rejected
Lecturer's Productivity	3.86	1.2			

Source: Fieldwork (2016)

Table five shows that the p-value is 0.00 at 0.05 level of significance. It shows that the p-value is less than the level of significance. Thus the hypothesis that states that there is no significant relationship between performance appraisal criteria and lecturers' productivity in universities in south-west geo-political zone, Nigeria is rejected. It therefore shows that there significant relationship between performance appraisal criteria and lecturers' productivity in universities in south-west geo-political zone, Nigeria.

Hypothesis One: There is no significant relationship between lecturers' performance appraisal criteria and productivity in teaching in universities in south-west geo-political zone, Nigeria

Table 7: Result of Pearson Moment Correlation Statistic Analysis of Performance Appraisal Criteria and Lecturers' Productivity in Teaching

	Mean	SD	r-value	p-value	Decision Ho
Performance Appraisal Criteria	9.5	8.2	.49	000	Rejected
Lecturer's Productivity in Teaching	6.9	3.3			

Source: Fieldwork (2016)

It is revealed from table seven that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between lecturers' performance appraisal criteria and productivity in teaching in universities in south-west geo-political zone, Nigeria is therefore rejected. Thus, there is

significant relationship between lecturers' performance appraisal criteria and productivity in teaching in universities in south-west geo-political zone, Nigeria.

Hypothesis Two: There is no significant relationship between lecturers' performance appraisal criteria and productivity in research in universities in south-west geo-political zone, Nigeria

Table 6: Result of Pearson Moment Correlation Statistic Analysis of Performance Appraisal Criteria and Lecturers' Productivity in Research

	Mean	SD	r-value	p-value	Decision Ho
Performance Appraisal Criteria	8.5	3.7	.52	000	Rejected
Lecturer's Productivity in Research	7.5	3.1			

Source: Fieldwork (2015)

It is revealed from table eight that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between lecturers' performance appraisal criteria and productivity in research in universities in south-west geo-political zone, Nigeria is therefore rejected. Thus, there is significant relationship between lecturers' performance appraisal criteria and productivity in research in universities in south-west geo-political zone, Nigeria.

Hypothesis Three: There is no significant relationship between lecturers' performance appraisal criteria and productivity in Community Service in universities in south-west geo-political zone, Nigeria

Table 9: Result of Pearson Moment Correlation Statistic Analysis of Performance Appraisal Criteria and Lecturers' Productivity in Community Service

	Mean	SD	r-value	p-value	Decision Ho
Performance Appraisal Criteria	7.5	5.7	.12	000	Rejected
Lecturer's Productivity in Community Service	6.6	4.3			

Source: Fieldwork (2015)

It is revealed from table nine that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between performance appraisal criteria and productivity in community service in universities in south-west geo-political zone, Nigeria is therefore rejected. Thus, there is significant relationship between performance appraisal criteria and productivity in community service in universities in south-west geo-political zone, Nigeria.

Hypothesis Four: There is no significant difference in lecturers' opinion on performance appraisal criteria in universities in south-west geo-political zone, Nigeria

Table 9: t- test Statistic Analysis Showing Difference in Lecturers' Opinion on Performance Appraisal Criteria (N=680)

	Mean	SD	r-value	p-value	Decision Ho
Lectures in Science and Engineering	7.5	5.7	.12	000	Rejected
Lecturers in Education and Art	6.6	4.3			

Source: Fieldwork (2015)

It is revealed from table nine that the p-value is 0.00 while the level of significance is 0.05. This means that the significant level is greater than the p-value. The hypothesis which states that there is no significant relationship between performance appraisal criteria and productivity in community service in universities in south-west geo-political zone, Nigeria is therefore rejected. Thus, there is significant relationship between performance appraisal criteria and productivity in community service in universities in south-west geo-political zone, Nigeria.

FINDINGS

The result revealed that high, low and low priorities/ points are allotted to research, teaching and community service respectively in staff performance appraisal during promotions; productivity of lecturers are high, average and low in research, teaching and community service respectively, there is significant relationship between performance appraisal criteria and lecturers' productivity (in research, teaching and

community service) and that there is significant difference in the opinion of science based lecturers and humanity based lecturers on performance appraisal criteria.

DISCUSSION

The answering of research question one showed that research carries the highest percentage of points in university of Ilorin performance appraisal criteria. The point is half of all the total points required. This also corresponds to the finding in operational hypothesis one that; there is significant relationship between performance appraisal criteria and lecturers' productivity in research. Since lecturers' promotion is hinged more on research, lecturers tend to focus more on research and less on teaching and community services. As observed by Abdulkareem[2], the over concentration on research is likely to have adverse effect on the students' academic performance and the subsequent production of quality graduates from the universities. The answer to research question two revealed that lecturers are of the opinion points allocated to teaching and community service is too small compared to that of research. This opinion of the lecturers' further conforms to Abdulkareem[2] observation.

The answering of research questions three, four and five revealed that lecturers' productivity in teaching is on the average, on research is high while on community service is low. This conforms to the observation of Babalola[12], that many products of Nigerian universities are lacking what the employers of labour want from graduates. Okebukola[13] further stressed that despite the general notion that Nigerian universities are under performing, Nigerians students are competing favourably with their foreign counterpart in research. Abdulkareem[14] found out that lecturers in some Nigerian universities find it difficult to attend to students' need, many display nonchalant attitude to administrative duties, and this may likely be due to the fact that neither their promotion nor salary is hinged too much on these community services.

The hypotheses one, two and three synthesised from the main hypothesis which stated that there is no significant relationship between performance appraisal criteria and lecturers' productivity in university of Ilorin. This hypothesis was rejected. Thus, there is significant relationship between performance appraisal criteria and lecturers' productivity in university of Ilorin. This shows that the high point (50%) allocated to research made

lecturers to devote more time and energy to paper writing. The slogan 'publish or perish' is sending the signal that lecturers can only survive if they devote all their energy to publications. The lower point allocated to teaching has also degraded teaching from being the main objective of university education (production of man power), to a second fiddle, hence lecturers may not teach well or be proactive in the class and yet get rapid promotion once he publish more. The implication of this on students is that their performance drops as found out in this study. Students that were supposed to graduate as high fliers might have graduated as an average students because of lack of quality and appropriate teaching. Low point allocated to community service may also send bad signal to lecturers to participate less in community services. Thus performance appraisal criteria in universities in south-west geo-political zone, Nigeria positively related to lecturers' productivity in research but adversely related to lecturers' productivity in teaching and community services.

CONCLUSIONS

Lecturers are very paramount to the achievement of the triple mandates of the university. These lecturers need to therefore be motivated in order for them to be more productive. One of the key ways to motivate lecturers is promotion which arises from performance appraisal. Once lecturer feels that there are inadequacies in the method of appraisal or the indices of appraisal are faulty, there is tendency that the lecturers become less productive. The universities in south-west geo-political zone performance appraisal (like many other universities in Nigeria) shows that research mandate is highly rated in relation to teaching and community service. The implication of this according to this study is that lecturers are likely to be active in research and less active in teaching and community service as evident in the findings of the study. There is therefore need to balance the point, so that teaching and community service mandates of lecturers will not continue to suffer

RECOMMENDATION

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

- The federal government through the National University Commission should review the performance appraisal criteria of academic staff. High points might be given to research against teaching in science based courses but teaching

should have higher points in Humanity related courses. This is because humanities deals more with human and their cognitive, affective and psychomotor domain development.

- University administration should also ensure that lecturers take their teaching mandate very serious by ensuring that lecturers go to class often, teach adequately and evaluate appropriately through regular quality assurance mechanism.
- Lecturers should also imbibe the culture of professionalism and ensure that the fear of God and integrity be their guide and not the selfish interest of promotion alone.
- Students should be made to access the performance of their lecturers and such assessment should be tangible and confidential.
- The lecturers' productivity in teaching is on the average. This may be attributed to the low mark awarded to teaching in performance appraisal criteria. Effort should therefore be made to increase the points allocated to teaching because it is the most important of all the three mandates.
- The lecturers' productivity in community service is low. The low mark allocated to community service in lecturers' performance appraisal criteria and also it involves personal financial and physical sacrifices. Effort should therefore be made to increase the mark allocated to community service and also allowances should be allocated to profound community services by lecturers.
- Future studies should include university students' views on lecturers' productivity because they represent one of the most important members of the university stakeholders' family.

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