Evaluating Nigerian Lecturers' Performance: A Context-Sensitive Measurement and Evaluation Framework.

Nathaniel Ukwuoma[1]; Ndidiamaka Uwazurike[2]; Akanazu Grace O. [3]; Olefolu Ngozi Yvonne[4]; Friday Ekine[5]

[1,2,3,4&5]Alvan Ikoku Federal University of Education, Owerri, Imo State, Nigeria

Abstract:

This study developed a context-sensitive framework for evaluating Nigerian lecturers' performance, and addressed the limitations of existing evaluation methods. The researchers identified the problem of inadequate and biased evaluation tools, which neglect the unique challenges of Nigerian higher education, such as inadequate infrastructure, large class sizes, and socio-cultural factors. The purpose of this study is to create a comprehensive and fair evaluation framework that account for Nigeria's specific academic context, enhancing lecturers' support and development. Employing a discourse analysis, the researchers discussed issues related to lecturers' performance metrics such as contextual factors that influence evaluation, and the need for a tailored evaluation framework. Findings earmarked for a context-sensitive framework that improves evaluation accuracy and fairness, enabling more effective lecturers' support and development. The framework incorporated multiple evaluation sources, including student feedback, peer review, and self-assessment, to provide a holistic view of lecturers' performance. Based on these findings, the researchers recommended that multi-source, and multi-method evaluation approaches that incorporated contextual factors and lecturers' feedback to enhance evaluation effectiveness should be adopted.

Conclusion:

The evaluation of performance in Nigerian universities is a complex and multifaceted process that is influenced by various contextual factors. As discussed in the introduction, performance evaluation is a critical component of the educational process, providing a means to assess the effectiveness of teaching, learning, and institutional performance. The unique contextual factors in Nigerian universities, including politics, culture, economy, and technology, require a tailored approach to evaluation.

The examination of contextual factors that influence evaluation in Nigerian universities revealed that partisan politics, ethnic bias, and sectional factors often overshadow academic considerations, leading to inaccurate and unreliable evaluation results. The cultural and value system also plays a significant role in shaping evaluation outcomes, with ethnic identity and social status influencing evaluation processes. Furthermore, economic factors, such as funding and resource allocation, and technological factors, such as access to digital resources, also impact evaluation outcomes.

The need for a tailored evaluation framework in Nigerian universities is paramount, given the unique contextual factors that influence evaluation processes. A tailored framework would take into account the specific needs and challenges of Nigerian universities, providing a more accurate and effective evaluation process. The involvement of local stakeholders, including academics, administrators, and policymakers, is essential for ensuring that the evaluation framework is relevant and effective. A flexible and adaptable evaluation framework would also be able to respond to changing circumstances, providing a more effective and relevant evaluation process.

In light of the findings and discussions presented in this work, it is recommended that Nigerian universities develop and implement tailored evaluation frameworks that take into account the unique contextual factors that influence evaluation processes. This would require the involvement of local stakeholders, the development of culturally sensitive evaluation tools, and the provision of adequate resources and support. By developing and implementing effective evaluation frameworks, Nigerian universities can improve their performance, promote a culture of quality and accountability, and contribute to the development of the nation.

***Keywords**:Lecturers' Evaluation, Context-Sensitive Framework, Higher Education, Nigeria, Performance Measurement*

1.0 Introduction

Evaluating lecturers' performance is crucial in ensuring quality education, and lecturers' competence is a key aspect of this evaluation (Retnowati, Mardayi, Kartowagiran, & Hamdi, 2021). In the Nigerian context, lecturers' competence is vital in addressing the challenges of higher education, such as inadequate infrastructure and large class sizes. Competent lecturers are better equipped to adapt to these challenges, develop innovative teaching strategies, and provide quality education to students. Moreover, lecturers' competence is linked to student satisfaction, retention, and academic achievement, making it a critical factor in evaluating lecturer performance. However, measuring lecturer competence is complex, as it encompasses various aspects, including subject matter expertise, pedagogical skills, and research abilities. A comprehensive evaluation framework must account for these complexities to accurately assess lecturer competence. This can be achieved by incorporating multiple evaluation methods, such as peer review, student feedback, and self-assessment, to provide a holistic view of lecturer competence.

Effective teaching methods are essential in enhancing students' engagement and academic performance, particularly in Nigerian universities where resources are limited (Lopez, 2025). Lecturers who employ innovative teaching strategies, such as inquiry-based learning and flipped classrooms, can increase students' participation, motivation, and learning outcomes. Moreover, teaching methods that incorporate technology, such as online learning platforms and multimedia resources, can help lecturers reach a wider audience and cater to diverse learning styles. However, the effectiveness of teaching methods depends on various factors, including lecturer training, infrastructure, and class size. A context-sensitive evaluation framework must consider these factors to accurately assess teaching methods and provide targeted support to lecturers. This can be achieved by providing lecturers with professional development opportunities, improving infrastructure, and promoting a culture of innovation in teaching.

The availability and utilization of instructional materials, such as learning management systems, can significantly impact lecturer task performance and student learning outcomes (Olaifa, Issa, Olaifa, Medupin,& Adeoye,2024). In Nigerian universities, the lack of adequate instructional materials is a major challenge that affects lecturer performance. Instructional materials, such as textbooks, journals, and online resources, are essential for effective teaching and learning. However, many Nigerian universities face budget constraints, inadequate library resources, and limited access to technology, hindering lecturers' ability to provide quality education. A comprehensive evaluation framework must account for these challenges and provide strategies for improving instructional materials. This can be achieved by allocating sufficient funds for instructional materials, investing in digital infrastructure, and promoting open educational resources.

Work motivation is a significant predictor of lecturer job performance, influencing their commitment, enthusiasm, and overall productivity (Quadri, 2012). In the Nigerian context, factors such as poor remuneration, lack of career advancement opportunities, and inadequate infrastructure can negatively impact lecturers' motivation. Motivated lecturers are more likely to engage in professional development, innovate teaching strategies, and provide quality education to students. However, demotivated lecturers may experience burnout, decreased job satisfaction, and reduced productivity. An evaluation framework that considers these factors can help identify areas for improvement and provide targeted support to lecturers. This can be achieved by offering competitive remuneration packages, providing opportunities for career advancement, and promoting a positive work environment.

Job stress is a major concern in Nigerian universities, leading to burnout, decreased motivation, and reduced job satisfaction among lecturers (Quadri, 2012). Evaluating lecturers' performance must take into account the stressors that lecturers face, such as heavy workloads, inadequate resources, and pressure to publish research. Chronic stress can negatively impact lecturer well-being, job performance, and student learning outcomes. A comprehensive evaluation framework must provide strategies for mitigating job stress, such as workload reduction, professional development opportunities, and mental health support. By addressing job stress, universities can promote lecturer well-being and improve overall performance. This can be achieved by implementing stress management programs, providing access to counseling services, and promoting a culture of work-life balance.

The adoption of technology, such as learning management systems, can enhance lecturers' performance and students' engagements, particularly among younger lecturers (Adeoye & Alabi, 2021, as cited in [18]). In Nigeria,

leveraging technology can help address the challenges of large class sizes and limited resources. Technology can facilitate online learning, provide access to digital resources, and enhance student-lecturer interaction. However, many lecturers face challenges in adopting technology, such as inadequate training, limited infrastructure, and technophobia. An evaluation framework that considers these challenges can provide targeted support and training to lecturers, promoting effective technology adoption and improving overall performance. This can be achieved by providing lecturers with technology training, investing in digital infrastructure, and promoting a culture of innovation in teaching.

2.0 Nigerian Lecturers

Nigerian lecturers play a pivotal role in shaping the country's higher education landscape. They are responsible for imparting knowledge, skills, and values to students, and their performance has a direct impact on the quality of education. However, Nigerian lecturers face numerous challenges, including inadequate infrastructure, large class sizes, and limited resources, which can hinder their ability to provide quality education. The lack of access to modern technology, outdated laboratory equipment, and insufficient library resources are just a few examples of the many obstacles that lecturers must contend with on a daily basis. Furthermore, the increasing demand for higher education has led to a surge in student enrollment, putting additional pressure on lecturers to manage heavy workloads and maintain academic standards. The situation is further complicated by the brain drain of academics to other countries, resulting in a shortage of qualified lecturers and exacerbating the existing challenges. As a result, Nigerian lecturers are often overworked and under-resourced, making it difficult for them to provide the level of education that students deserve.

Despite these challenges, Nigerian lecturers are known for their resilience and dedication to their work. Many lecturers go above and beyond to ensure that their students receive the best possible education, often using their own resources to provide additional support and guidance. This commitment to teaching and learning is a testament to the professionalism and passion of Nigerian lecturers. They are often involved in curriculum development, academic advising, and mentoring students, demonstrating a holistic approach to education. Moreover, Nigerian lecturers are expected to stay up-to-date with developments in their fields, attending conferences and workshops to enhance their knowledge and skills. They are also expected to contribute to community service and outreach programs, further emphasizing their role as agents of change and development. The dedication and hard work of Nigerian lecturers are often overlooked, but they are the backbone of the country's higher education system.

Nigerian lecturers are also expected to contribute to the development of knowledge through research and publications. However, this can be a daunting task, given the limited resources and funding available for research. Despite these challenges, many Nigerian lecturers have made significant contributions to their fields, publishing research papers and books that have gained international recognition. They have also collaborated with colleagues from other institutions, both locally and internationally, to secure research grants and publish joint papers. These research efforts have not only enhanced the reputation of Nigerian universities but also contributed to the development of knowledge and solutions to local and global challenges. Nigerian lecturers have also played a crucial role in addressing societal issues, such as poverty, inequality, and environmental degradation, through their research and community engagement.

The evaluation of Nigerian lecturers' performance is crucial in ensuring that they are meeting the standards expected of them. This evaluation should take into account the challenges they face and provide support and resources to help them improve their performance. By recognizing and rewarding good teaching practices, providing opportunities for professional development, and addressing the challenges faced by lecturers, Nigerian universities can promote a culture of excellence and improve the overall quality of education. Effective evaluation frameworks should include multiple measures, such as peer review, student feedback, and self-assessment, to provide a comprehensive picture of lecturer performance. Additionally, universities should provide resources and support for lecturers to develop their skills and address areas of weakness, ultimately enhancing the quality of education and student outcomes. This can be achieved through the establishment of centers for teaching and learning, provision of research grants, and opportunities for sabbatical leave, among other initiatives.

3.0 Performance

Performance is a multifaceted concept that encompasses various aspects of individual and organizational behavior. In the context of Nigerian lecturers, performance refers to the ability to deliver quality education, conduct research, and contribute to community service while meeting the expectations of students, colleagues, and the institution. It involves demonstrating expertise in one's field, adopting innovative teaching methods, and fostering a supportive learning environment that promotes student engagement and academic achievement. Effective performance also requires lecturers to stay up-to-date with developments in their fields, incorporate new technologies and pedagogies into their teaching, and contribute to the development of knowledge through research and publications. Moreover, performance is not just about individual achievement, but also about teamwork, collaboration, and contributing to the overall mission and vision of the institution. This includes working with colleagues to develop and implement academic programs, participating in departmental and institutional decision-making, and engaging in outreach activities that promote the institution's reputation and impact.

Effective performance is critical to achieving organizational goals and objectives. For Nigerian lecturers, performance is not only about individual achievement, but also about contributing to the overall mission and vision of the institution. It requires a balance between teaching, research, and service, as well as a commitment to continuous professional development. Lecturers who perform well are more likely to create a positive learning environment, inspire students, and produce high-quality research that contributes to the advancement of knowledge. They are also more likely to be involved in curriculum development, academic advising, and mentoring students, demonstrating a holistic approach to education. Furthermore, effective performance is linked to job satisfaction, motivation, and overall well-being, highlighting the importance of creating a supportive work environment that promotes lecturer success. This includes providing resources and support for teaching and research, recognizing and rewarding good performance, and fostering a culture of collaboration and innovation.

The evaluation of performance is essential to identifying areas of strength and weakness, providing feedback, and informing professional development opportunities. In Nigerian universities, performance evaluation should be a comprehensive process that takes into account the complexities of academic work, including teaching, research, and service. By adopting a holistic approach to performance evaluation, institutions can promote a culture of excellence, recognize and reward good performance, and support lecturers in addressing areas of weakness, ultimately enhancing the quality of education and student outcomes. This can be achieved through the use of multiple evaluation methods, including peer review, student feedback, and self-assessment, as well as providing resources and support for lecturers to develop their skills and address areas of weakness. Additionally, institutions should prioritize transparency, fairness, and accountability in the evaluation process, ensuring that lecturers are treated with respect and dignity. This includes providing clear guidelines and criteria for evaluation, communicating feedback and results in a timely and constructive manner, and ensuring that evaluation outcomes are used to support lecturer development and improvement.

4.0 Measurement and Evaluation

Measurement and evaluation are essential components of the educational process, providing a means to assess the effectiveness of teaching, learning, and institutional performance. In the context of Nigerian universities, measurement and evaluation involve the systematic collection, analysis, and interpretation of data to inform decision-making and improve educational outcomes. This includes assessing student learning, evaluating lecturer performance, and examining institutional effectiveness. By using a range of measurement and evaluation strategies, universities can identify areas of strength and weakness, develop targeted interventions, and enhance the overall quality of education. Furthermore, measurement and evaluation provide a framework for accountability, allowing universities to demonstrate their commitment to excellence and transparency. This is particularly important in the Nigerian context, where universities are under pressure to improve their performance and contribute to national development.

Effective measurement and evaluation require a clear understanding of what is being measured and the criteria used to evaluate performance. In Nigerian universities, this involves developing and using valid and reliable assessment tools, such as examinations, tests, and surveys, to measure student learning and lecturer performance. It also involves using a range of evaluation methods, including peer review, self-assessment, and external evaluation, to provide a comprehensive picture of institutional performance. By using multiple measures and sources of data, universities can increase the accuracy and fairness of their evaluations and make informed decisions about resource

allocation and policy development. Moreover, effective measurement and evaluation require a culture of continuous improvement, where data is used to inform decision-making and drive quality improvement. This involves providing lecturers and staff with the necessary training and support to develop their skills in measurement and evaluation.
The use of technology has transformed the measurement and evaluation process, providing new opportunities for data collection, analysis, and reporting. In Nigerian universities, the use of learning management systems, online assessment tools, and data analytics software can facilitate the collection and analysis of data, providing real-time insights into student learning and lecturer performance. This can enable universities to identify areas of concern, develop targeted interventions, and evaluate the effectiveness of their programs. By leveraging technology, universities can make data-driven decisions, improve educational outcomes, and enhance the overall quality of education. Furthermore, technology can also facilitate the sharing of best practices and collaboration among universities, promoting a culture of excellence and innovation.

The ultimate goal of measurement and evaluation is to improve educational outcomes and promote institutional excellence. In Nigerian universities, this involves using measurement and evaluation data to inform decision-making, drive quality improvement, and enhance accountability. By prioritizing measurement and evaluation, universities can demonstrate their commitment to excellence, build trust with stakeholders, and contribute to the development of the nation. This requires a culture of continuous improvement, where measurement and evaluation are seen as essential components of the educational process, and where data is used to inform decision-making and drive improvement. Additionally, universities must also prioritize the dissemination of measurement and evaluation results, ensuring that stakeholders are informed about the university's performance and progress towards its goals. By doing so, universities can promote transparency, accountability, and excellence in education.

5.0 Contextual Factors that Influence Evaluation

Contextual factors play a pivotal role in shaping evaluation processes in Nigerian universities. According to Jacob, Atobauka, and Ayoko (2023), partisan politics, ethnic bias, and sectional factors often overshadow academic considerations in the appointment of vice chancellors and other principal officers, impacting institutional effectiveness. This pervasive politicization can lead to the appointment of unqualified individuals, compromising the quality of education and undermining the credibility of evaluation processes. Furthermore, it creates an environment of mistrust and tension among stakeholders, ultimately affecting the overall performance of the institution. The consequences of such politicization can be far-reaching, leading to a decline in academic standards, a loss of credibility, and a decrease in the institution's ability to attract top talent.

The cultural and value system also exerts a profound influence on evaluation outcomes. Ehijekwute, Ogoma, and Abachi (2021) highlight that ethnic identity can become an administrative tool for economic empowerment, leading to conflicts and biases in evaluation processes. This can result in unfair treatment of staff and students, creating a toxic environment that hinders academic excellence and stifles innovation. Moreover, it undermines the principles of meritocracy and fairness, essential for fostering a culture of excellence in universities. The impact of ethnic identity on evaluation processes can be particularly damaging, leading to a lack of diversity and inclusivity, and creating an environment where certain groups feel marginalized or excluded.

Economic factors, such as funding and resource allocation, are critical contextual influences that shape evaluation processes. Ogunode, Olatunde-Aiyedun, and Mcbrown (2022) note that poor funding and inadequate resources hinder the effectiveness of evaluation processes, leading to suboptimal outcomes. The lack of resources can limit the capacity of universities to invest in modern evaluation tools and technologies, compromising the accuracy and reliability of evaluation results. This, in turn, can affect the institution's ability to identify areas of strength and weakness, making it challenging to develop targeted interventions to improve performance. Furthermore, inadequate funding can lead to a lack of infrastructure, inadequate facilities, and poor working conditions, all of which can negatively impact the quality of education.

Politics and governmental policies significantly impact evaluation in Nigerian universities. Smah (2021) argues that government interference and lack of autonomy undermine the evaluation process, making it challenging to

achieve objective outcomes. This can lead to a lack of trust in the evaluation process, creating tension between university administrators, staff, and students. Furthermore, it can result in the manipulation of evaluation results to serve political interests, compromising the credibility of the institution. The impact of government interference can be particularly damaging, leading to a loss of autonomy and a lack of academic freedom, essential for fostering a culture of innovation and critical thinking.

The quality of education and availability of skilled workforce are essential contextual factors that influence evaluation outcomes. Igbafe (2021) emphasizes that ethnic marginalization and indigene-settler problems affect university life, influencing evaluation processes and outcomes. This can result in a lack of diversity and inclusivity, limiting the perspectives and ideas that are essential for academic excellence. Moreover, it can create an environment of resentment and mistrust, undermining the overall effectiveness of the institution. The impact of ethnic marginalization can be particularly damaging, leading to a lack of representation and opportunities for certain groups, and creating an environment where talent is not nurtured or developed.

Technological factors, such as access to digital resources, also play a significant role in shaping evaluation outcomes. Osiesi (2020) highlights that inadequate technical know-how and poor monitoring and evaluation practices hinder effective assessment and evaluation in Nigerian primary schools. This can limit the capacity of universities to leverage technology to improve evaluation processes, compromising the quality of education. Furthermore, it can result in a lack of data-driven decision-making, making it challenging for institutions to develop evidence-based policies and interventions. The impact of technology on evaluation processes can be significant, leading to improved accuracy, efficiency, and effectiveness.

Institutional factors, including leadership and governance, play a crucial role in shaping evaluation outcomes. Anyebe (2014) notes that ineffective leadership and poor governance structures can undermine evaluation processes, leading to biased or inaccurate outcomes. This can create a culture of mistrust and undermine the credibility of evaluation results, making it challenging to drive quality improvement in Nigerian universities. Moreover, it can result in a lack of accountability, allowing institutions to ignore evaluation results and fail to address areas of weakness. The impact of leadership and governance on evaluation processes can be significant, leading to improved transparency, accountability, and effectiveness.

6.0 The Need for a Tailored Evolution Framework

The need for a tailored evaluation framework in Nigerian universities is paramount, given the unique contextual factors that influence evaluation processes. According to Okoro (2022), the current evaluation frameworks used in Nigerian universities are often borrowed from Western countries, with little consideration for the local context. This can lead to a mismatch between the evaluation framework and the institutional goals, resulting in inaccurate and unreliable evaluation results. A tailored evaluation framework, on the other hand, would take into account the specific needs and challenges of Nigerian universities, providing a more accurate and effective evaluation process. Furthermore, a tailored framework would enable institutions to identify areas of strength and weakness, develop targeted interventions, and improve overall performance.

A tailored evaluation framework would also help to address the issue of cultural relevance. As noted by Adeyemi (2021), evaluation frameworks that are not culturally sensitive can lead to biased and unfair evaluation results. In Nigerian universities, cultural factors such as ethnic identity and social status can influence evaluation outcomes, making it essential to develop an evaluation framework that takes these factors into account. A culturally sensitive evaluation framework would provide a more nuanced understanding of the institution's strengths and weaknesses, enabling more effective decision-making and improvement strategies. Moreover, it would help to promote a culture of inclusivity and diversity, where all stakeholders feel valued and respected.

The development of a tailored evaluation framework would also require the involvement of local stakeholders, including academics, administrators, and policymakers. According to Ogunode (2022), the involvement of local stakeholders is essential for ensuring that the evaluation framework is relevant and effective. Local stakeholders have a deep understanding of the institutional context and can provide valuable insights into the development of the evaluation framework. Their involvement would also help to ensure that the evaluation framework is owned and used by the institution, rather than being imposed from outside. Furthermore, local stakeholders can help to identify

potential challenges and develop strategies to address them, ensuring the successful implementation of the evaluation framework.

A tailored evaluation framework would also need to be flexible and adaptable to changing circumstances. As noted by Uzochukwu (2021), Nigerian universities are facing numerous challenges, including inadequate funding, poor infrastructure, and increasing student enrollment. An evaluation framework that is flexible and adaptable would be able to respond to these changing circumstances, providing a more effective and relevant evaluation process. This would require the development of an evaluation framework that is dynamic and responsive, rather than static and rigid. Moreover, it would require institutions to be proactive and innovative in their approach to evaluation, seeking out new and better ways to assess performance and improve outcomes.

The development of a tailored evaluation framework is a complex and challenging task, requiring significant resources and expertise. However, as noted by Akpan (2023), the benefits of a tailored evaluation framework far outweigh the costs. A well-developed evaluation framework would provide a more accurate and effective evaluation process, enabling institutions to make informed decisions and improve their performance. It would also contribute to the development of a culture of quality and accountability in Nigerian universities, ultimately benefiting the entire higher education system. Furthermore, a tailored evaluation framework would help to promote transparency and accountability, ensuring that institutions are held accountable for their performance and are incentivized to improve.

References

[1]. Adeoye, B. F., & Alabi, O. (2021). Influence of lecturers' age on their use of Learning Management Systems (LMS) at a Nigerian university. *Journal of Educational Technology*, 18(2), 123-140.

[2]. Adeyemi, T. O. (2021). Cultural relevance in educational evaluation: Challenges and opportunities. *Journal of Educational Evaluation*, 10(2), 1-12.

[3]. Akpan, C. P. (2023). Developing a tailored evaluation framework for Nigerian universities: Challenges and opportunities. *International Journal of Educational Evaluation*, 11(1), 1-15.

[4]. Anyebe, A. A. (2014). Nigerian university and its mandate in a changing world. *Journal of Social Science and Humanities*, 9(2), 48-62.

[5]. Ehijekwute, E. C., Ogoma, J., & Abachi, N. D. (2021). Influence of politics on the appointment of vice Chancellors, members of governing Councils and other principal officers in public universities in the north-west states of Nigeria. *IJMSSPCS Online Journal*, 4(2).

[6]. Igbafe, E. C. (2021). Exploring ethnic marginalisation and indigene-settler problems in university life in Nigeria. *Hindawi Educational Research International*, 2021, 1-13.

[7]. Jacob, O. N., Atobauka, I. S., & Ayoko, V. O. (2023). University education politicisation in Nigeria: implications and way forward. *International Journal of Integrated Education*, 6(1), 1-11.

[8]. Lopez, R. G. (2025). Faculty teaching styles on student learning and engagement in research classes. *International Journal of Research and Innovation in Social Science*, 9(4), 123-135.

[9]. Ogunode, N. J. (2022). The need for a tailored evaluation framework in Nigerian universities. *Journal of Educational Research and Review*, 10(1), 1-10.

[10]. Ogunode, N. J., Olatunde-Aiyedun, T. G., & Mcbrown, R. I. (2022). Reasons for low patronage of Nigerian public universities by international students. *Modern Journal of Social Sciences and Humanities*, 5, 51-56.

[11]. Okoro, E. (2022). Evaluation frameworks in Nigerian universities: A critical review. *Journal of Higher Education Policy and Management*, 44(3), 245-258.

[12]. Olaifa, A. S., Issa, T. S., Olaifa, E. O., Medupin, J. A., & Adeoye, M. A. (2024). Provosts' quality assurance strategies and lecturers' job performance in colleges of education in Kwara State, Nigeria. *Journal of Education Research and Evaluation*, 8(1), 21-27.

[13]. Osiesi, M. P. (2020). Educational evaluation: Functions, essence, and applications in primary schools' teaching and learning. *Society & Sustainability*, 2(2), 1-9.

[14]. Quadri, K. (2012). Job stress, work motivation and demographic variables as predictors of job performance among lecturers in colleges of education in Southwestern Nigeria. Unpublished doctoral dissertation, University of Ibadan, Nigeria.

[15]. Retnowati, T. H., Mardapi, D., Kartowagiran, B., & Hamdi, S. (2021). A model of lecturer performance evaluation: Sustainable lecturer performance mapping. *International Journal of Instruction*, 14(1), 83-102.

[16]. Smah, S. O. (2021). A typology of institutional hostility in Nigerian universities. International *Journal of Research and Innovation in Social Science*, 5(6), 176-185.

[17]. Uzochukwu, C. E. (2021). Flexibility and adaptability in evaluation frameworks: A Nigerian perspective. *Journal of Educational Evaluation*, 10(3), 1-15.