

The Extent of Relationship between Job Redesign, Role Clarity and Business Education Lecturers Job Performance in Public Universities in South-South, Nigeria

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Abstract: The main purpose of the study is to evaluate the extent of relationship between job redesign, role clarity and Business Education lecturers job performance in public universities in South-South, Nigeria. The study guided by two research questions adopted a correlational survey research design. With the aid of questionnaire a sample population of 123 respondents were obtained and multi-stage sampling techniques was used in the selection of the 123 Business Education lecturers. The reliability of the instrument had the following coefficient result RQ1 = 0.83, RQ2 = 0.88, RQ3 = 0.86, RQ4 = 0.94, RQ5 = 0.96, RQ6 = 0.88 and RQ7 = 0.92 with a research question mean of 0.90 using Cronbach's alpha. Data collected were analyzed using Pearson Product-Moment Correlation and t-test which was used to test the null hypotheses formulated at 0.05 level of significance. In answering the research questions item, the decision rule, any mean score of 2.5 and above was regarded as high extent of relationship (HER) while any mean score less than 2.5 was regarded as low extent of relationship (LER). The mean and standard deviation was employed in answering the seven research questions. The findings uncovered high extent of the relationship between job redesign and Business Education lecturers job performance and relationship between role clarity and Business Education lecturers job performance. The study hereby recommends that university administrators and departments should implement job redesign strategies to balance teaching and research workloads with clarity of assigned job descriptions.

Keywords: Business Education, Job Redesign, Lecturers, Relationship, Role Clarity.

1. INTRODUCTION

Education is the lifelong, systematic process of acquiring knowledge, skill, values and habits aimed at fostering intellectual, social and personal development. It acts as the transmission of culture and wisdom across generations and is often defined as a process of living that enables individuals to reach their full potential and engage in critical thinking. Education is expected to provide the widest opportunity for all citizens in obtaining the right for education in accordance with the hierarchically levels. Profession as lecturer has an important role in educating students to be able to become a national asset of character particularly as the assets of the next generation. The lecturers' role is very important to the intelligence of learners that changes the character of the learners better. Business Education lecturers in Nigerian universities perform multiple roles such as teaching, curriculum development, research, student supervision, community service, and administrative duties. These responsibilities often occur within institutional environments characterized by limited resources, high workload, and performance expectations. Such conditions can create work-related stress, which may influence lecturers' effectiveness and productivity (Emaziye & Ito, 2025a). Job satisfaction is closely linked to individual achievement if a person is satisfied with the performance of work which leads to increased achievement and vice versa if someone feels dissatisfaction at work it will lead to decreased achievement. Madu et al., (2022) emphasis that the work

place in Nigeria today is changing and that this change may cause stress and have a negative impact on the workers. Occupational stress stems from workers feeling unsupported, lacking control, or that their efforts are not rewarded appropriately. Job performance is a concept that scholars have viewed as the degree to which a combination of duties (such as teaching, research and community service) are performed by academic staff of universities (Odigwe et al., 2020; Emaziye & Ito, 2025b). Thus, the influence of stress on the job performance of academic staff may be observed by their teaching effectiveness, job commitment, satisfaction and motivation to perform, among others. From the preceding, the importance of lecturers' job performance cannot be overemphasized because of the lingering and far-reaching effect it may have on the educational outcome of students and the nation. The word stress according to Amalu & Achi (2020) was derived from Latin word "Stringer" which means to draw tight. There is no gain saying that stress is inevitable and unavoidable. It is a dynamic and complex concept which of growing concern to researchers, psychologists, educators, and even organizations. Emaziye (2025) notes that the diversity of definitions and highlights the vagueness of the term stress that there is no definition of stress that everyone agrees on. However, there is no single accepted universal definition of stress. Suzuki & Ito (2020) emphasizes the widely accepted transactional model stress occurs when people perceived that the demands from external situations were beyond their coping capacity. Also Salomon (2020) defines stress as "a transactional process occurring when an event is perceived as relevant to an individual's well-being, has the potential for harm or loss, and requires psychological, physiological, and/or behavioral efforts to manage the event and its outcomes. Job redesign is a process that establishments use to modify a current job to reflect a changing business environment, such as adding new duties to the role. Also job redesign encompasses restructuring lecturer duties and workload, revising job descriptions for clarity and efficiency, aligning tasks with competencies (especially digital roles), which may enhance instructional quality, research output, and job satisfaction, reducing stress and supporting institutional effectiveness (Adeoye & Popoola, 2020). Clarity requires a detailed understanding of task ownership, decision-making authority, and cross-team interdependencies. It goes deeper than surface-level job titles to get at the heart of what each employee does for the organization and their team. In recent years, lecturers in Nigerian universities have increasingly been exposed to high levels of work-related stress resulting from factors such as heavy teaching workloads, administrative responsibilities, pressure to publish for promotion, large class sizes, inadequate institutional resources, and frequent institutional reforms. These stressors often affect lecturers' motivation, efficiency, and ability to perform their academic responsibilities effectively. For Business Education lecturers in particular, the situation may be more challenging because their teaching responsibilities require the integration of theoretical instruction, practical skill development, and technological competence. The Job Characteristics Theory was developed by Hackman & Oldham (1975) proposes that job redesign influences employees' motivation and performance through five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback. These characteristics create psychological states that lead to higher motivation, satisfaction, and job performance. In university settings, job redesign that increases autonomy and feedback can enhance lecturers' commitment to teaching, research, and community service. For Business Education lecturers in South-South Nigeria, redesigning academic roles such as allowing greater control over course delivery, research activities, and evaluation methods can increase motivation and improve job performance. This is in line with this study in the extent of relationship between job redesign and Business Education lecturers job performance in public universities in South-South, Nigeria. Few studies have examines job redesign and role clarity jointly in order to understand the influence on lecturers' job performance. Consequently, the extent to which this managerial practices can help mitigate work-related stress and improve lecturers' effectiveness remains insufficiently understood. Furthermore, most empirical studies on academic staff performance in Nigeria tend to focus on lecturers in general without paying specific attention to Business Education lecturers, whose professional responsibilities involve both academic and vocational training functions. The limited number of studies focusing specifically on this group creates a gap in the literature regarding the factors that influence their job performance in higher education institutions especially in public universities in South-South, Nigeria.

Objectives of the Study

1. determine the extent of relationship between job redesign and Business Education lecturers mastery of subject matter in public universities in South-South, Nigeria
2. examine the extent of relationship between role clarity and Business Education lecturers quality of teaching in public universities in South-South, Nigeria

Research Questions

The following research questions guided the study.

1. what is the extent of relationship between job redesign and Business Education lecturers mastery of subject matter in public universities in South-South, Nigeria?
2. what is the extent of relationship between role clarity and Business Education lecturers quality of teaching in public universities in South-South, Nigeria?

Hypotheses

The following hypotheses will be formulated and tested at 0.05 level of significant

Ho1: There is no significant relationship between job redesign and Business Education lecturers' mastery of subject matter in public universities in South-South, Nigeria

Ho2: There is no significant relationship between role clarity and Business Education lecturers' quality of teaching in public universities in South-South, Nigeria

Ho3: There is no significant difference between the mean responses of public state and federal universities Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria

Ho4: There is no significant difference between the mean responses of male and female Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria

2. MATERIALS AND METHOD

The Study was carried out in the public universities that offers Business Education in South-South, Nigeria. The South-South, Nigeria is made of six states namely Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers State with diverse ethnic nationalities. It have an average population of about 26 million persons accounting for about 12 to 13 percent of Nigeria total population (NPC, 2006). The South-South region covers approximately 85,000–90,000 square kilometers. This represents roughly 9–10% of Nigeria's total land area (923,768 km²). Major ethnic groups include Ijaw, Efik, Ibibio, Urhobo, Itsekiri, Edo (Bini), Isoko. The region is culturally diverse with rich traditional institutions. The area was chosen due to high number of public universities in South South Nigeria offering Business Education courses. This study adopted a correlational survey research design. This research design was appropriate for the study as helps to establish the extent of relationship between the dependent and independent variables. Purposive sampling techniques was used in the selection of Business Education lecturers. The first stage was the random selection of four states from the six states that make up the South-South, Nigeria. Followed by the purposively selection of 9 public universities that offer Business Education from the chosen four states. Lastly was the purposive selection of all 123 Business Education lecturers present in the selected four states public universities. Censor sampling procedure was adopted since the entire population was manageable. Data for the study was collected with the aid of well-designed questionnaire administered to Business Education lecturers. To ensure the internal consistency of the reliability of the instruments, 25 copies of the questionnaire was administered to Nnamdi Azikiwe University (UNIZIK) Awka in South-East Nigeria. The data collected was analyzed using Cronbach Alpha. The reliability coefficient of the result were RQ1 = 0.83, RQ2 = 0.88, RQ3 = 0.86, RQ4 = 0.94, RQ5 = 0.96, RQ6 = 0.88 and RQ7 = 0.92 given a mean of 0.90. The data generated was analyzed using Pearson Product-Moment Correlation and t-test were used to test the null hypotheses formulated at 0.05 level of significance. Also the questionnaire item was weighted as follows, very high extent of relationship (VHER) = 4 points, high extent of relationship (HER) = 3 points, low extent of relationship (LER) = 2 points, and very low extent of relationship (VLER) = 1point. In answering the research questions item, the decision rule, any mean score of 2.5 and above was regarded as high extent of relationship, while any mean score less than 2.5 was regarded as low extent of relationship. The mean was employed in answering the two research questions.

3. RESULTS AND DISCUSSION

Research Question 1: Research Question 1: What is the Extent of Relationship between Job Redesign and Business Education Lecturers Mastery of Subject Matter in Public Universities in South-South, Nigeria?

TABLE 1: The Extent of Relationship between Job Redesign and Business Education Lecturers Mastery of Subject Matter (Job Performance) in Public Universities in South-South, Nigeria

S/N	Variable	VHER	HER	LER	VLER	(X)	(SD)	Decision
1.	What is the extent of relationship between Perfect Restructuring tasks within a Job that can reduce stress and increase lecturers Job performance	39	41	23	20	2.80	0.87	HER
2.	What is the extent of relationship between Restructuring roles within a Job that can reduce stress and increase lecturers Job performance	37	40	22	24	2.73	0.88	HER
3.	What is the extent of relationship between Restructuring Responsibilities within a Job that can reduce stress and increase lecturers Job performance	35	38	24	26	2.67	0.85	HER
4.	What is the extent of relationship between Systematic Modification of Job Content that can reduce stress and increase lecturers Job performance	34	37	26	26	2.64	0.79	HER
5.	What is the extent of relationship between Job redesign that addresses workload distribution that can reduce stress and increase lecturers Job performance	32	34	28	29	2.56	0.81	HER
6.	What is the extent of relationship between Revising Job Descriptions for Clarity and Efficiency that can reduce stress and increase lecturers Job performance	38	42	21	22	2.78	0.77	HER
7.	What is the extent of relationship between Aligning Tasks with Competencies (especially Digital Roles) that can reduce stress and increase lecturers Job performance	45	45	16	17	2.80	0.87	HER
	Weighted Mean					2.71	0.83	HER

Note: HER = High Extent Relationship; VHER = Very High Extent Relationship; LER = Low Extent Relationship and VLER = Very Low Extent Relationship (X) = Mean and (SD) = Standard Deviation

This was achieved using mean and standard deviation with the aid of four Likert scale to generate the data for the analysis. The Business Education Lecturers have high extent of relationship between perfect restructuring tasks within a job that can reduce stress and increase lecturers job performance with a mean of 2.80 and SD of 0.87, restructuring roles within a job that can reduce stress and increase lecturers job performance with a mean of 2.73 and SD of 0.88, restructuring responsibilities within a job that can reduce stress and increase lecturers job performance with a mean of 2.67 and SD of 0.85, systematic modification of job content that can reduce stress and increase lecturers job performance with a mean of 2.64 and SD of 0.79, job redesign that addresses workload distribution that can reduce stress with a mean of 2.56 and SD of 0.81, revising job descriptions for clarity and efficiency that can reduce stress and increase lecturers job performance with a mean of 2.78 and SD of 0.77 and increase lecturers job performance and aligning tasks with competencies (especially digital roles) that can reduce stress and increase lecturers job performance with a mean of 2.80 and SD of 0.87. All seven items in Table 1 were high extent of relationship responses since all the means were above 2.5. The weighted average mean

of 2.71 and SD of 0.83 also confirmed that all seven items were high extent of relationship responses. This study collaborated with the work of Adeoye & Popoola, (2020) who stated that workload restructuring and human resource strategy are key to improving lecturers' productivity and performance. Also Okoye & Eze (2021) who revealed that job redesign through role re-definition positively influences lecturers' performance and motivation in higher education. Anthony & Olatunji (2022) stated that clear restructuring of job roles improves lecturers' effectiveness in teaching and research duties.

Research Question 2: What is the Extent of Relationship between Role Clarity and Business Education Lecturers Quality of Teaching in Public Universities in South-South, Nigeria?

TABLE 2: The Extent of the Relationship between Role Clarity and Business Education Lecturers Quality of Teaching in Public Universities in South-South, Nigeria

S/N	Variable	VHER	HER	LER	VLER	(X)	(SD)	Decision
1.	What is the extent of relationship between Role Ambiguity and Lecturers Job Performance	44	46	16	17	2.95	0.87	HER
2.	What is the extent of relationship between Clarity of academic roles (teaching, research, service) and lecturers' Job Performance	40	41	20	22	2.80	0.86	HER
3.	What is the extent of relationship between Clear definition of lecturer roles and e effective implementation of business education curricula and Job Performance	38	39	23	23	2.75	0.75	HER
4.	What is the extent of relationship between Clear job description and Job Performance among Business Education lecturers	41	40	22	20	2.83	0.88	HER
5.	What is the extent of relationship between Lecturers with clear roles that more likely to adopt innovative instructional strategies and improve teaching quality.	34	35	27	27	2.62	0.74	HER
6.	What is the extent of relationship between Clear job descriptions and stronger professional identity and development	37	36	26	24	2.70	0.76	HER
	Weighted Mean					2.77	0.81	HER

Note: HER = High Extent Relationship; VHER = Very High Extent Relationship; LER = Low Extent Relationship and VLER = Very Low Extent Relationship (X) = Mean and (SD) = Standard Deviation

This was achieved using mean and standard deviation with the aid of four Likert scale to generate the data for the analysis. The Business Education Lecturers have high extent of relationship between role ambiguity and lecturers job performance with a mean of 2.95 and SD of 0.87, clarity of academic roles (teaching, research, service) and lecturers' job performance with a mean of 2.80 and SD of 0.86, clear definition of lecturer roles enhances the effective implementation of business education curricula and job performance with a mean of 2.75 and SD of 0.75, clear job descriptions increase morale and reduce stress and job performance among Business Education lecturers with a mean of 2.83 and SD of 0.88, lecturers with clear roles that more likely to adopt innovative instructional strategies and improve teaching quality with a mean of 2.62 and SD of 0.74 and clear job descriptions leads to stronger professional identity and development with a mean of 2.70 and SD of 0.74. All six items in Table 2 were high extent of relationship responses since all the means were above 2.5. The weighted average mean of 2.77 and SD of 0.81 also confirmed that all six items were high extent of relationship responses. The study collaborated with Bello & Adegoke (2021) stated that effective supervision contributes to increased role clarity and instructional quality among lecturers. Teacher educators with clear supervisory roles deliver more effective teaching practice oversight for student teachers in business education (Ogunsanya & Adeyemo, 2023).

Hypotheses Testing

H₀₁: There is no significant relationship between job redesign and Business Education lecturers' mastery of subject matter (job performance) in public universities in South-South, Nigeria

Table 3: Bootstrapping and Bivariate Correlation between Job Redesign and Business Education Lecturers Mastery of Subject Matter in Public Universities in South-South, Nigeria

S/N	Pathways	5000 Resample Bootstrap with BCa Estimates					
		95% CI					
		<i>r</i>	<i>p</i>	<i>Bias</i>	<i>SE</i>	LL	UL
1.	JR → MSM	.740**	.000	.002	.085	.382	.716
2.	MSM → JP	.836**	.000	.003	.024	.790	.885
3.	JR → JP	.805**	.000	-.008	.066	.651	.907

Note. **. Correlation is significant at the 0.05 level (2-tailed), unless otherwise noted, bootstrap results are based on 5000 bootstrap samples, $N = 123$, $p < 0.05$, JR = Job Redesign, MSM = Mastery of Subject Matter, JP = Job Performance, CI = Confidence Interval.

The correlation between job redesign and Business Education lecturers mastery of subject matter in public universities in South-South, Nigeria is positive ($r = 0.740$, $p < 0.05$). The correlation between Business Education lecturers mastery of subject matter and job performance in public universities in South-South, Nigeria is positively high ($r = 0.836$, $p < 0.05$) and the correlation between job redesign and job performance in public universities in South-South, Nigeria is positively high ($r = 0.805$, $p < 0.05$) as shown in Table 3. Therefore the null hypothesis was rejected that there is no significant relationship between job redesign and Business Education lecturers' mastery of subject matter in public universities in South-South, Nigeria.

H₀₂: There is no significant relationship between role clarity and Business Education lecturers' quality of teaching in public universities in South-South, Nigeria.

Table 4: Bootstrapping and Bivariate Correlation between Role Clarity and Business Education Lecturers Quality of Teaching in Public Universities in South-South, Nigeria

S/N	Pathways	5000 Resample Bootstrap with BCa Estimates					
		95% CI					
		<i>r</i>	<i>p</i>	<i>Bias</i>	<i>SE</i>	LL	UL
1.	RC → QT	.767**	.000	.001	.075	.265	.655
2.	QT → JP	.798**	.000	.002	.023	.866	.778
3.	RC → JP	.887**	.000	-.007	.073	.734	.865

Note. **. Correlation is significant at the 0.05 level (2-tailed), unless otherwise noted, bootstrap results are based on 5000 bootstrap samples, $N = 123$, $p < 0.05$, RC = Role Clarity, QT = Quality of Teaching, JP = Job Performance, CI = Confidence Interval.

The correlation between role clarity and Business Education lecturers quality of teaching in public universities in South-South, Nigeria was positively high ($r = 0.767$, $p < 0.05$). The correlation between Business Education lecturers quality of teaching and job performance in public universities in South-South, Nigeria is positively high ($r = 0.798$, $p < 0.05$) and the correlation between role clarity and job performance in public universities in South-South, Nigeria was positively high ($r = 0.887$, $p < 0.05$) as shown in Table 4. Therefore the null hypothesis was rejected that there is no significant relationship between role clarity and Business Education lecturers quality of teaching in public universities in South-South, Nigeria.

H₀₃: There is no significant difference between the mean responses of public state and federal universities Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria

Table 5: The Mean Responses of Public State and Federal Universities Business Education Lecturers on Relationship Between Work-Related Stress Management Approaches and Business Education Lecturers Job Performance in Public Universities in South-South, Nigeria

Gender	N	(X)	Std	Df	t-cal	t-crit	Decision
State University	79	2.87	0.84	121	1.23	1.960	NS
Federal University	44	2.68	0.79				

Note: NS = Not significant, S = significant, $p = 0.05$

The result in Table 5 indicated that the calculated t-value of 1.23 was less than the critical t-value of 1.960 at a significance level (p) of 0.05 and 121 degree of freedom. Therefore, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of public state and federal universities Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria. This is collaborated with Emaziye et al, (2023) and Emaziye & Oroka (2024) that there was no significant difference between female and male response Business Education lecturers in conflict management in Delta State

Ho4: There is no significant difference between the mean responses of male and female Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria.

Table 6: The Mean Responses of Mean Responses of Male and Female Business Education Lecturers on Relationship between Work-Related Stress Management Approaches and Business Education Lecturers Job Performance in Public Universities in South-South, Nigeria

Gender	N	(X)	Std	Df	t-cal	t-crit	Decision
Male	71	2.65	0.80	121	1.09	1.960	NS
Female	52	2.52	0.78				

Note: NS = Not significant, S = significant, $p = 0.05$

The result in Table 6 indicated that the calculated t-value of 1.09 was less than the critical t-value of 1.960 at a significance level (p) of 0.05 and 121 degree of freedom. Therefore, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of male and female Business Education lecturers on relationship between work-related stress management approaches and Business Education lecturers' job performance in public universities in South-South, Nigeria. This is in line with the work of Emaziye & Ito (2025b) who adopted t-test to test for response between male and female lecturers.

4. CONCLUSION AND RECOMMENDATION

This study was set out to examine the influence of work-related stress management approaches namely job redesign and role clarity on the job performance of Business Education lecturers in public universities in South-South Nigeria. The findings reveal a consistent and significant relationship between the adoption of stress management strategies and improved lecturers' job performance. Job redesign emerged as a critical determinant, as restructuring tasks, balancing workloads, and increasing autonomy enabled lecturers to align their competencies with institutional demands. This not only reduced role overload but also enhanced intrinsic motivation, leading to improved teaching delivery and scholarly output. Closely related is role clarity, which was found to significantly influence performance outcomes. Business Education lecturers who possessed a clear understanding of their responsibilities, expectations, and evaluation criteria demonstrated higher levels of efficiency and reduced role conflict, thereby fostering greater productivity and professional satisfaction. Theoretically, this study reinforces and extends the relevance of the Job Characteristics Theory that job redesign influences employees' motivation and job performance. In a rapidly evolving and resource-constrained educational landscape, the sustainability and global competitiveness of Nigerian universities depend significantly on their ability to support and empower their

academic staff. Ultimately, addressing work-related stress is not only essential for improving lecturers' job performance but also for advancing the broader mission of higher education as a driver of national development and societal transformation. The study hereby recommends that university administrators and departments should implement job redesign strategies to balance teaching and research workloads with clarity of assigned job descriptions.

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