



IMPACT OF LECTURERS WELFARE ON ACADEMIC PERFORMANCE OF STUDENTS IN UNIVERSITY OF CALABAR AND CROSS RIVER STATE UNIVERSITY, CROSS RIVER STATE, NIGERIA.

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Abstract

The study explored the impact of lecturers' welfare on academic performance of students of Human Kinetics and Health Education Department of University of Calabar and Cross River State University, Cross River State, Nigeria. In hypotheses were formulated to guide the study. The descriptive survey research design was adopted for the study. The population consisted of all the lecturers in Human Kinetics and Health Education Department, University of Calabar and Cross River State University. Totaling (60) males and females and a sample of (30) lecturers which is (50%) of the population was selected for the study. A questionnaire titled "Lecturers Welfare on Academic Performance Questionnaire" (LWAPQ) with 20 items was used for data collection. The instrument was validated by experts in Human Kinetics and Health Education Department from both universities. The reliability of the instrument was determined using the Cronbach Alpha – method with coefficient ranging from 0.78 – 0.82. Independent t-test analysis was used to test the hypothesis formulated for the study at .05 level of significance. The analysis revealed that incentives and remunerations and workload significantly influence academic performance of students in Human Kinetics and Health Education Department. The study among others recommended that the incentives and remunerations of lecturers should be a major priority of the various administrators/stakeholders, so that they can work effectively and that policy makers should take steps to reduce lecturers' workload.

1.0 Introduction

Education has been recognized as the fundamental basis on which any nation could function effectively. Its socio-political and

economic depends solely on the qualitative education given, to her citizen. Any nation that wants to be recognized as a developed country must build its human resource firmly.

Hence, a country is said to be developed, if the majority of her populace is highly educated. Therefore, those that impact the needed knowledge or those that build or mould the character should be attained and motivated adequately, knowing that their welfare is the key to performance and improvement (Fryer, 2019). Hence, it is believed that some motivated lecturers always complete their tasks set for him, even when such task is difficult or seen uninteresting.

According to Anam and Ahueansebhor (2017), teachers are a central actor in the learning process that takes place in schools and teachers are the power tools for improving quality education through effective lecture hall practice in the universities, (David, 2021). Lecturers welfare and students in the teaching and learning process can direct behaviours towards particular goals, leads to increase effort and energy enhances cognitive processing, increases initiating of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance (Bradey, 2020). According to long (2017) lectures and teachers are regarded as people who work hard enough to change the society in all they do. They have vision and a sense of direction lectures and

teachers will do better in the discharge of their duties if they are satisfied with their jobs and the condition they do their jobs this will increase their productivity lectures need to be resourceful and inventive in order to develop the commitment towards any given tasks and to enhance the students' academic achievement.

According to Odok, Ahueansebhor, Dan, Osaji and Odey (2023), education is widely recognized as one major indicator of development in any country the world over. One of the basic purposes of educations is to produce trained human resource, which can overcome development impediments of any given country. To achieve this, there should be a satisfied and motivated workforce in the sector. Employees with high level of motivation obligate their time bring innovations, dynamism and efforts to work which consequence lead to high productivity (Scott, 2018).

2.0 Incentives and remunerations of lecturers on academic performance

One effective method to increase the achievement of the students and improve the quality of individuals choosing lecturing as a profession is provide lecturers with financial incentives based on student achievement. If lecturers are lacking motivation or incentive

their efforts and inputs to the teaching and learning processes, (e.g lecture planning, lecture hall attendance, control and management) will be less efficiency. Financial incentives given to the lectures centered on their students' attainment may have a positive impact by making lecturers relatively motivated and satisfied (Anam & Ahueansebhor, 2017).

Hussaine (2023) asserted that the teaching and learning practices have important complementarities outside their control, or the incentives are either confusing or too weak if teachers do not recognize how to increase student achievement, at that time, lecturer incentives may have no impact on achievement. Performance based pay motivation into provide lecturers with incentives to enhance effort devoted to raising student achievement. Even though lectures effort cannot be observed directly, we can measure attendance, which may be associated with effort decisions and contribute to student achievement. (O'Neill, Ahueansebhor, & Ogabor, 2015)

Othman (2020) opined that incentives and job satisfaction if the lecturers are very vital to improve system of education in Nigeria and around the world. Lecturers incentives plays an essential role in the institutions because it increases the productivity and

goals can be achieved, an efficient way and incentives encourage lecturers because it helps to achieve target goals in efficiency way. Lecturers motivation is very important since it enhances the skills and knowledge of lecturers seeing as it directly influences the students' attainment.

Monetary incentive: Money is believed to be the solution to most problems in the current century (21st), since it (money) can by almost everything depending on the amount. For the average human being, money is used to buy basic human needs such as a house, food, clothes, cars, and medicine, among other basic necessities. In the contemporary setup, firms provide monetary incentives in two ways, direct monetary incentives and indirect monetary incentives. Two of the most known monetary compensations are salary and commission (Horish, 2018). Monetary incentives provide the flexibility for the recipients to spend the money in whichever way they (employees) want it and it is mostly useful when they (employees) expect the same kind of reward the next year (or period) should they exert similar effort in their works.

Ngasi (2020) postulated that there are also the tangible non-monetary incentives comprise trophies, certificates, candies, books, awards and others. Non-monetary incentives in the

category granting rights and privileges are mostly non-tangible (although they might be given in the form of a voucher) and grant students privileges such as getting out of one homework assignments or having the privilege to go off campus during the school day. Incentives such as bonus points for the next exam also fall into this category, as they can be interpreted as a privilege to start the exam with a lead compared to others.

3.0 Workload of lecturers and academic performance

The workload of lecturers in the public sector universities can have a significant impact on their efficiency and academic achievement of their students. In recent years, there has been growing concern about workload of lecturers. With many educators reporting high level of stress and burnout. The lecturers in public sector Universities often have to deal large class sizes, heavy administrative workloads, and increasing pressure to meet performance targets. As result, they, may be overburdens with work, leading to high levels of stress and exhausted (Rose & Sika, 2019).

Hoester, Bridges and Rollins (2020) postulated that when lecturers are stressed and overworked, they may struggle to maintain their focus and motivation. This can negatively impact their efficiency and their

ability to provide quality education to their students. The scholars further stressed that a high workload can also lead to the lecturers' burnout, which can have long-term effects on their health and well-being. When lecturers are burnout, they may become disengaged from work, leading to lower levels of job satisfaction and increased turnover (Ahueansebhor,Eyam,Adie, 2024).

According to Atzal and Rafq (2022) the impact of lecturers' workload on students can be significant. When lecturers are overworked and stressed, they will be less effective at delivering instruction, resulting in lower levels of student engagement and academic achievement. Students may also suffer from the lack of personalized attention, feedback, leading to reduced motivation and academic performance. Influence of workload on lecturers' efficiency and their students' academic achievement in public sector universities cannot be ignored. It is vital for universities to taken steps to manage lecturers' workload and ensure that educators have needed resources to effectively educate their students (Balang, 2021).

According to Korodi and Jagodic (2022) this includes providing adequate training, resources and support to lecturers, reducing administrative burdens, and addressing not causes of stress and burnout. by doing so,

universities can help to improve overall quality context, impact of workload on lecturers' efficiency and student achievement is growing concerned that lecturers on many countries face high levels of workload, which lead to stress, burnout and reduced effectiveness in lecture halls. Odok, Ahueansebhor & Osaji (2022) asserted that too much administrative work has a "blanket" impact on every school setting, and it seriously threatens to take away teachers professional concentration on instruction and student learning. The impact of too much administrative and official tasks related to system imperatives, for example, requirements for complying with standardized reports and recording of progress, that includes learner progress, has been an increase in the workload of the lecturers. Lecturers who are loaded with administrative duties may have limited time and energy to offer timely and constructive feedback to their learners (Ahueansebhor, Ogabor & Apie, 2015).

4.0 Statement of the problem

Good academic achievement of students on any educational instructions is only achievable through effective incentives given for lecturers. In order to enhance students' academic achievement lecturers should all

the incentives that take part to motivate lecturers. Lecturers can get these incentives through monetary incentives and indirect monetary incentives. Two of the most known monetary compensations are salary and commissions. Indirect monetary compensations may include insurance scheme and paid leave. The success of students in their academic achievement is to a large extent is based on the rewards and incentives that is given to their lecturers. Therefore, the study will investigate the impact of lecturers' welfare on academic performance of students in Cross River State University, Cross River State.

5.0 Purpose of the study

The purpose of this study was to established the impact of lecturers' welfare on academic performance of students of Cross River State University, Cross River State, Nigeria. Specifically, this study aims to:

1. Assess the influence of incentives and remunerations on academic performance on students in Cross River State University.
2. Investigate the influence of workload on academic performance of students in Cross River State University.

Research questions

1. What is the level of influence of incentives and remuneration on academic performance of students in Human Kinetics and Health Education in Universities of Calabar and Cross River State University.
2. To what extent does workload of lecturers' influence on academic performances of students in Human Kinetics and Health Education Department, University of Calabar and Cross River State University?

Statement of Hypotheses

1. There is no significant influence of incentives and remunerations of lecturers on academic performance of students in University of Calabar and Cross River State University.
2. There is no significant influence of workload of lecturers on academic performance of students in Human Kinetics and Health Education Department, University of Calabar and Cross River State University.

6.0 Methodology

6.1 Research design

This study adopted descriptive survey design. This survey investigated the variables of incentives and remunerations, and workload of lecturers on academic performance of

students of University of Calabar and Cross River State University, Cross River State, Nigeria and was guided by two research hypotheses.

6.2 Sample

Population consisted of all lecturers in Human Kinetics and Health Education of University of Calabar and Cross River State, both in Cross River State numbering 60 (44 males and 15 females). Lecturers with varying level of experience (Lecturer II, Lecturer I, Senior and Professional) were selected for this study. In a bid to arrive at the sample stratified sampling and purposive sampling techniques were used. Both inclusion and exclusion criteria were duly considered in selecting the sample for the study. Therefore, a sample of 30 lecturers (50%) of the population was drawn from (60 males and females).

6.3 Instrumentation

A questionnaire was used for data collection and titled "Lecturers Welfare on Welfare Performance Questionnaire" (LWAPQ). This is a structured questionnaire constructed by the researchers. The instrument was divided into 3 sections A, B, and C. Sections A consisted of the socio-demographic data of the respondents, section B, measured the

independent variables which were incentives and remunerations, and workload while section C assessed the academic performance. The instrument was a motivated four – point likert scale with 20 items. Respondents rated their agreement with each statement using the following options, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face validation of the instrument was carried out by subjecting it to thorough scrutiny and vetting by experts in Human Kinetics and Health Education of both Universities. To determine the reliability of the instrument, a trial testing was carried out with lecturers outside the sample used.

Cronbach Alpha reliability method was used to get the estimate of internal consistency of the instrument and the instrument was administered once for its computation. The reliability coefficient obtained for the 3 – subsections were 0.78, 0.80, 0.82.

Result of hypothesis one

There is no significant influence of incentives and remunerations of lecturers on academic performance of students in University of Calabar and Cross River State University.

To test this hypothesis, independent t-test analysis was applied to the data. The result is presented on Table 1.

Table 1: Summary of independent t-test analysis of incentives and remunerations of lecturers on academic performance (N = 30)

Variables	N	\bar{X}	SD	t-value	P-value
High incentives remunerations	16	8.34	3.18	3.24	.000
Low incentives remunerations	14	7.12	2.64		

*P <= .05

The result in Table 1 above revealed that there is a significant positive influence of incentives and remunerations on academic performance (t = 3.24; P = .000) with 28 degree of freedom. Hence, the null hypothesis that states that there is no significant influence of incentives and

remunerations on academic performance is rejected at the .05 level of significance.

Results of hypothesis two

There is no significant influence of workload of lecturers on academic performance of students in Human Kinetics and Health

Education Department, University of Calabar and Cross River State University.

To test this hypothesis independent t-test analysis was applied to the data. The result is presented in Table 2.

Table 2: Summary of independent t-test analysis of workload on on academic performance (N = 30)

Variables	N	\bar{X}	SD	t-value	P-value
High workload	18	7.86	3.46	4.20	.000
Low workload	12	7.22	2.66		

*P < = .05

The result in Table 2 above revealed that there is a significant influence of workload on academic performance (t = 4.20; P = .000) with 28 degree of freedom. Hence, the null hypothesis which states that there is no significant influence of workload on academic performance was rejected at the .05 level of significance.

7.0 Discussions

Hypothesis one states in a null form that there is no significant influence of incentive and remuneration of lecturers of incentive and remuneration of lecturers on academic performance of students in Human Kinetics and Health Education Department of University of Calabar and Cross River State University, Cross River State. The null hypothesis is rejected, which shows that there is a positive significant influence of

incentives and remunerations of lecturers on the academic performance of students. In conformity with the above statement, Othman (2020) opined that incentives and job satisfaction of lecturers are very vital to improve system of education in Nigeria and all over the world. Lecturers incentives plays an essential role in the institutions because it increases the productivity and goals can be achieved on efficient way and incentives encourages lecturers, because it helps to achieve target goals in efficiency way.

Lecturers motivation is very important since it enhances the skills and knowledge of the lecturers seeing as it directly influences the student's attainment. The finding is also in line with the study by Horish (2018) who opined that money is believed to be the solution to most problems in the current century (21st). Since it (money) can buy

almost everything depending on the amount. For the average human being money is used to buy basic human needs such as a house, food, clothes, cars and medicine among other basic necessities. In the contemporary set up, firms provide monetary in two ways, direct monetary incentives and indirect monetary incentives. Two of the most known monetary compensations are salary and commission and lecturers need these in order to work effectively.

Hypothesis two

Hypothesis two states that, there is no significant influence of workload of lecturers on academic performance of students in Human Kinetics and Health Education Department. The result of the analysis reveals that the null hypothesis was rejected and alternate form accepted. This implies that there is a positive significant influence of lecturers' workload on academic performance of students in Human Kinetics and Health Education Department. This finding is in agreement with the finding of Rose and Sika (2019) who postulated that the workload of lecturers in public sector universities can have a significant impact on their efficiency and academic achievement of their students. In recent years, there has been growing concern about workload of lecturers,

with many educators reporting high levels of stress and burnout. The lecturers in public sector universities often have to deal with larger class sizes, heavy administrative workloads, and increasing pressure to meet performance targets. As results, they may be over burdened with work leading to high level of stress and exhaustion. This finding also corroborated that of Hester, Bridges and Rollins (2020) who postulated that when lecturers are stressed and overworked, they may struggle to maintain their focus and motivation. This can negatively impact their efficiency and their ability to provide quality education to their students. The scholars further stressed that high workload can also lead to the lecturers' burnout, which can have long-term effect on their health and wellbeing.

8.0 Conclusion

The issue of lecturers' welfare and its impact on students' academic performance is a significant issue that has not been adequately addressed. The welfare of lecturers is a critical factor that influence their motivation commitment and overall performance in the lecture hall. There is a growing concern that lecturers' welfare packages are not sufficient to motivate them to perform optionally

thereby affecting students' academic performance.

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Recommendations

1. The incentives and remunerations of lecturers should be a major priority of the various administrators and stakeholders so that the lecturers can work effectively.
2. Policy makers should take steps to reduce lecturers' workload like improving efficiency of administrative tasks.
3. Providing more opportunities for professional development. This can help them enhance their skills and knowledge and improve their efficiency.

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