IMPACTS OF NON-SALARY PAYMENT ON LECTURERS' PERFORMANCES IN CLIMATE CHANGE AFFECTED UNIVERSITY - A CASE STUDY OF UNIVERSITY OF NIGERIA

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Abstract:

This study aimed at finding out the impact of non-salary payment on lecturers' performances in climate change affected universities (a case study of UNN). The study adopted a gap analysis analysis and was carried out in University of Nigeria Nsukka (UNN). The population comprised 793 respondents lecturers' randomly sampled from the University. The study was guided by two purposes of the gap analysis. The instruments called Nospol-Climate-Change-Affected-University for data collection were self-designed structured questionnaires of 5 points of Much above average, Above average, Average, Below average and Much below average. Methods of data collection were face to face administration and collection after every rating in the questionnaires was completed by the concerned respondents from various faculties of UNN. All data were collected, collated and analyzed. The methods of data analysis were descriptive statistics and t-test with Statistical Package for Social Science. The instrument was validated by experts whose imputes were incorporated before the final copies were made and administered. Reliability test showed a significant difference between the performance levels of the two groups of the lecturers at p<0.05 etc. based on the findings, the researchers recommended among others that integrated payment and personal information system (IPPIS) which is a central payroll platform by the federal Government

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operating as Treasury Single Account (TSA) should be upgraded to make prompt payment to lecturers without further delay.

Keywords: non-salary payment, lecturers, climate change, University of Nigeria Nsukka

1. Introduction

The concept of salary administration constitutes a fundamental issue in Nigeria's gross economic development, and in as much as the salary structure has not been properly reviewed and implemented by the government (Imode, 2012), prompt and steady payment still becomes an issue in this present time. There has been a recent agitation and upsurge against non-salary payment of lecturers amidst climate-change effects. These may have contributed negatively to attainment of the stipulated educational goals, which geared towards promotion of both academic and moral growth of individuals. Non salary payment in the context of this study can be defined as the inability of Government to pay the University lecturers' their benefits as at when due for a prolonged period of time.

According to Nigeria Labour Act (2004), it is illegal for any payment of wages intervals to exceed one month unless with the written consent from the state authority, yet many states are finding it difficult to pay workers' salaries including teachers. The term "salaries" refer to the monthly payment from the employer for services rendered by employee(s) which can be received as stipulated by the laws guiding the organization. Mostly, these salaries come inform of money rather remitted by cash or through bank transaction. Money which is a life blood of business (Imekpokpamwan and Bolapeju, 2017) is anything that is generally acceptable and recognized in a community as a medium of exchange and in settlement of debts.

Money is an encouragement or motivation offered to an employee to perform their duties effectively and efficiently (Aniako and Ari, 2019). However, it is pertinent to recognize the need for prompt payment of salary to lecturers for effective discharge of duties.

Lecturers can be defined as employed educational professionals, who are fully skilled and trained in their different field of knowledge to impact knowledge to University Students in line with the principles and policies guiding the university for educating highly skilled people, enhancing culture, serving society and boosting national development. Mohammed (2018) asserts that higher education is turning into a significant driver of economic competitiveness in a progressively knowledge-driven global economy. In agreement to the above assertion, Chigbu, Nnadi and Ngwaka (2021) recommended that for education to yield required objectives, relevant infrastructure and devices, be put in place by the government, parents and other relevant stakeholders in the education system. Mohammed (2018) highlighted some roles of university teachers; firstly, teacher's role is to expand the students' mind through making them familiar with academics and cultured companions. Secondly, teacher's role gives emphasis to the need

to encourage a body of knowledge. Buskist and Benassi (2011) state that basic responsibilities of university teachers are constructing courses and classroom environment that encourage learning, evaluating learning fairly and treating students respectfully. Eze (2019), in his own view refers to university teachers as all teachers teaching in various Nigerian Universities at different departments and faculties ranging from the rank of graduate assistant to professor.

University teachers/lecturers are meant to engage deeply into research so as to impact value and comprehensive knowledge to students so that they can effectively function maximally in the society without bias or fear of any prejudice. Hence, they are to use teaching, research and public service to solve societal problems. In the process of learning, students will be oriented to using their education in the solution of practical problems confronting them. They are also left with no option than to be a model to their students in the area of character formation and moral value orientation. University lecturers are meant to produce graduates with broad spectrum of knowledge with specialization in a discipline; logical reasoning, oral and written communication skills and ability; numerical and computer literacy; high ethical standards in personal and professional life; high sense of responsibility; self-confidence; self-employability and ability to translate knowledge into practice. Nonetheless, education is said to cover three domains; head, heart and hand (cognitive, affective and psychomotor) which in the absence of any of the three is incomplete. University teachers/lecturers also hold the responsibility of assessing and evaluating their students in the area of academic endeavour, moral upbringing and psychosocial development. Also, they perform other tasks than teaching and learning, such as overall evaluation of students, preparation of marking schemes, consistent and diligent marking of students answer scripts, coordination and advising students in the area of course allocation, presentation and moderation of examination questions, moderation of results during departmental/faculty board meetings, downloading and uploading of students' results, attending departmental/faculty board meetings for relevant contributions on the decision making for optimum achievement of all that concerns the university, functioning fully in the duties assigned to one during faculty/departmental board meetings. It is hoped and expected that when the above missions are achieved by the lecturers, the graduates of the university will be disciplined in behavior, excellent in knowledge and self-reliant in their profession and occupation in life, in keeping with the motto of the university, which is discipline, self-reliance and excellence (Nnamdi Azikiwe University, General and Academic Regulations, 2019).

Therefore, it is the fundamental role of the University Board and Academic Unionto make sure that lecturers that serve in their different endeavours and capacities are promptly paid by the Government. Salary-payments may encourage lecturers in performing the above responsibilities with good reputation, dedication, commitment and confidence. The payments are made according to stipulated achievements and criteria of the general and academic regulations of the university such as: according to academic

qualifications of the staff, years of experience, publication of academic papers and books, assigned work/responsibilities of the staff.

Prompt payment of salary to lecturers by government may enhance their daily living. Payment of salary to lecturers may be a way of motivating their inner strength to action. Aniako and Ani (2019), state that motivation is an encouragement, which may be seen in form of packages (monetary and non-monetary), offered to an individual to boost his input in an organization.

Federal Republic of Nigeria (National Policy on Education) (FRN, 2014) succinctly states that no education system can rise above the quality of its teachers, thus implying the role teachers play in facilitating teaching and learning especially when they are motivated. Farooq and Ullah (2010) indicate that a motivated employee has his goals aligned with those of the organization and directs his/her efforts in that direction. Realimulah, Farooq and Ullah (2010) added that these organizations are more successful, as their employees continually look for ways to improve their work. Getting the university lecturers to reach their full potential at work under stressful conditions (climate change) is a tough challenge, but this can be achieved by motivating them. Nakpodia and James (2011) are of the view that teachers will work and show high level of commitment when they are adequately motivated. Hence, motivation through payment of salary may play important role in the performance of lecturers' commitment to the teaching profession. Thus, effective and efficient performance and assigned responsibilities of lecturers may be dependent on the prompt payment of salary. Hence, when these salaries are paid at when due, it will go a long way in solving their basic needs and daily problems (food, shelter, clothing, payment of school fees, payment of hospital bills, good health maintenance, transportation, providing basic amenities, research work for academic development and promotion, future investment and savings) which in turn will boost their spirit man and strike a balance in their emotional drive hence, achieving high productivity both in formation of students character and learning. Further, the success of any educational system depends on good and committed teachers. Ikediugwu (2005), pointed out that teachers are the main determinants of quality in education and if they are uncommitted and unmotivated, the whole nation is doomed. Therefore, if the lecturer's salaries are not paid, most of the assigned responsibilities and individual endeavors may be suspended or ignored.

Most cases of non-salary payment by the Government could either be caused by poor or late documentation of University staff, violation of government rules guiding University Commission, inadequate funds and poor agreement with members of the University staff. Notwithstanding, the reasons behind non-payment of salary, the action has provoked the adverse effects of climate change on university environment. Schreiber (2021)stresses that, *"one of the fundamental issues facing the world today is climate change"*. Lancet (2009) calls climate change the biggest threat to global health of the 21st Century. Presently, the aim of many nations is how to attain sustainable development amidst climate change.

Climate change is the global sensation of climate transformation characterized by the changes in the usual climate of the planet through increased concentration of greenhouse gases in the air caused by human activities. In the view of IPCC (2007), climate change is the complete variation or average state of the atmosphere over time scales, ranging from decades to millions of years in a region or across the entire globe, which can be caused by internal processes to the earth and external forces from space or human activities.

Climate change has lots of consequences to climate earth, Odo and Chilaka (2012) observe that climate change in Nigeria has over time disrupted the normal functioning of ecosystem that interacts with humans, and affects certain vital resources for survival. However, when climate crisis such as heavy droughts and famine, harsh weather, dry spells in the north occurs in Nigeria, it is usually perceived to be environmental degradation, natural resource scarcity, migration and food shortage. In view of the above assertion, increase in sea level could occur; natural disasters, droughts, food shortages, and any ensuing international conflicts could contribute to increase in social inequality, diminished mental and physical health, in addition to geographic displacement and migration (Human Rights Council, 2009). Negative effect of climate change cannot be over emphasized as it triggers emotional imbalance, post-traumatic stress disorder (PTSD), major depressive disorder (MDD), anxiety, depression, complicated grief survivor guilt, vicarious trauma, recovery fatigue, substance abuse, and suicidal ideation (Kim, 2008).

Climate change has acclaimed to have varying effects and has been known to affect people at home, offices and schools (Chikaire, Nnadi, Orusha and Onogu, 2012). They further explained that climate change has resulted in increased heat in the lecture room causing discomfort and impeding learning in addition to flooding of university compounds, roads as well as destroying school buildings and consequently leading to irregular attendance to schools (during rainy seasons), especially in rural areas while in extreme cases forcing close down of schools for those periods. It is obvious that climate change is impacting negatively on life. Hence, it becomes necessary to create awareness about climate variations and its attribute to humankinds.

Simultaneously, within some of the University communities, electric poles were pushed down by heavy downpour and windstorms. Some university furniture was broken as a result of expiration before their expiring dates, some university classrooms and offices break-up with explosive sounds from thunderstorm. There have been heavy downpours that flood up classrooms, making them unconducive for teaching and learning. Regrettably, amidst climate change effects, non-payment-impacts on lecturers may reflect on the university classroom performance. Though Anende (2019) warns that measures should be taken to avert the deteriorating situation of climate change, which has made maximum learning outcomes and attainment of one's potentials to be far-fetched especially in tertiary institution as both teachers and students learn under stress. The adverse effect of climate change with non-salary payments among University lecturers gave rise to impacts of non-salary payment on lecturers' performances in

climate change affected university. UNN implies University of Nigeria Nsukka, it is located at Nsukka; Nsukka Senatorial Zone of Enugu State, Nigeria.

2. Purpose of the Study

The specific objectives of the study were:
1) To examine the mean differences between non-salary-payment impacts and salary-payment-impacts on the lecturers in the climate-change-affected University (UNN)
2) To examine the mean differences between the performance levels of the lecturers whom their salaries were paid and those who were not paid in the University (UNN).
3) The above two specific objectives were restructured and used as the research questions at an alpha level of P<0.05.

2.1 The Research Hypothesis
Two null-hypotheses formulated served as guides to the study at P<0.05:
1) The mean scores of non-salary payment impacts on the lecturers do not differ significantly from the salary-payment impacts on the lecturers in the climate-change-affected university at an alpha level of P<0.05.
2) The mean scores of lecturers' performance levels whom their salaries were paid do not differ significantly from those whose salaries were not paid at an alpha level of P<0.05.

3. Methods of Research

The study design was a gap analysis. A gap analysis is a tool that can help organizations identify where they are not living up to their potentials, and then use that information to plan ways for improvement. It is also a process that compares actual performance or results with what was expected or desired. The method provides a way to identify suboptimal or missing strategies, structures, capabilities, processes, practices, technologies or skills and then recommends steps that will help the company meet its goals (Joe Weller, 2018).

The area of the study was University of Nigeria Nsukka (UNN). The population of the study was 793 which comprised of the male and female lecturers in 9 Faculties of the University. The sample of the study was 284, selected using random sampling technique and Yaro-Yamane formular. The instruments called Nospol-Climate-Change-Affected-University for data collection were self-designed structured questionnaires of 5 points of Much above average, Above average, Average, Below average and Much below average. Methods of data collection were face-to-face administration and collection after every rating in the questionnaires was completed by the concerned respondents from various Faculties of UNN. The data were collected, collated and analyzed. Validation of

the instruments was done by three experts (two from Measurements and Evaluation and one from Guidance and Counselling) whose impute were incorporated before the final copies were made and administered. Reliability test showed significant differences between the mean scores of the lecturers whom salaries were paid and those who were not paid at P<0.05. Also, there were significant differences between the performance levels of the two groups of the lecturers, studied at P<0.05 etc. The methods of data analysis were descriptive statistics and t-tests with statistical package for social sciences.

4. Results

Table 1: t-values with descriptive statistics of non-salary payment impacts and salary-payment impacts on lecturers in the climate-change-affected university at an alpha level of P<0.05.

Non-Salary payment impacts, and Salary-payment impacts on Lecturers in the Climate-change-affected University	Mean	Paired Differences				t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
1. The non-paid salary would have provided food for my family	2.56	.7501	.0818	2.397	2.722	31.27	83	.000
2. The non-paid salary would have provided me good books	2.464	.7019	.0766	2.313	2.617	32.18	83	.000
3. The non-salary paid would have settled my electric bills	3.226	.4747	.0518	3.123	3.329	62.29	83	.000
4. My house rent would have been a story of the past if paid salary	3.500	.8573	.0935	3.314	3.686	37.42	83	.000
5. Transportation to school is a hindrance as a result of non-payment of salary	2.989	.4783	.0522	2.884	3.092	57.26	83	.000
6. My children's school fees not paid would been paid if my salary was obtained	2.726	.8552	.0933	2.541	2.912	29.22	83	.000
7. My responsibilities are non-salary payment related	3.202	.9667	.1055	2.993	3.412	30.36	83	.000
8. I find it difficult to discharge my responsibility efficiently in this non-salary payment with climate change effects	3.798	.5968	.0651	3.668	3.927	58.32	83	.000
9. Effective and efficient research is difficult in non-salary period via climate change effects	2.119	.5007	.0546	2.010	2.228	38.79	83	.000

Table 1 showed results of the first null-hypothesis analyzed. It revealed the values of t, degrees of freedom, mean and standard deviation etc. at P<0.05. Also, it indicated that there were significant differences in the mean scores of the variables studied as shown above. The null-hypothesis was rejected and its alternative accepted.

Table 2: Mean differences of the performance levels of lecturers whose salaries were paid and those who were not paid at P<0.05.

Non-Salary payment impacts, and Salary-payment impacts on Lecturers in the Climate-change-affected University	Mean	Paired Differences				t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
1. Lecturers made use of adequate in structural materials when teaching	-3.631	.7882	.0860	-3.802	-3.46	-42.22	83	.000
2. I discharge my duties effectively without bias	-3.821	.4435	.0484	-3.918	-3.725	-78.98	83	.000
3. I ensure proper teaching and learning methods	-3.524	.7024	.0766	-3.676	-3.371	-45.98	83	.000
4. I exercise maximum class control at every point in time	-2.893	.3477	.0379	-2.968	-2.817	-76.25	83	.000
5. I prepare marking guide together with examination questions	-3.083	.4168	.0455	-3.175	-2.993	-67.81	83	.000
6. I attend Departmental Board Meetings when announced	-1.845	.425	.0464	-1.938	-1.753	-39.8	83	.000
7. I attend examination moderation at the appropriate time	-2976	.4903	.0535	-3.083	-2.87	-55.63	83	.000
8. I submit my result at the right time	-3.595	.7134	.0778	-3.750	-3.440	-46.19	83	.000
9. I upload my students' results at the right time.	-3.548	.5683	.0620	-3.671	-3.424	-57.21	83	.000
10. Lecturers write academic books for student's accessibility	-3.571	.7959	.0868	-3.744	-3.399	-41.13	83	.000

Table 2 showed results of the second null-hypothesis analyzed. It revealed the values of t, degrees of freedom, mean and standard deviation etc. at P<0.05. The values appeared in negative figures and indicated lower performance levels of the non-paid lecturers in the University. Again, it portrayed that there were significant differences in their mean

scores. The second null-hypothesis was also rejected and its alternative accepted at P<0.05.

Table 3: Descriptive statistics for lecturers from various
faculties used whom their salaries were not paid in UNN

Descriptive Statistics				
Various Faculties in UNN	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Social Sciences	9	2.7	10.7	88.1
Faculty of Physical Sciences	10	3.0	11.9	100.0
Faculty of Management Sciences	10	3.0	11.9	77.4
Faculty of Law	13	4.0	15.5	65.5
Faculty of Humanities	5	1.5	6.0	50.0
Valid Faculty of Agricultural Science	9	2.7	10.7	10.7
Faculty of Environmental Science	7	2.1	8.3	44.0
Faculty of Engineering	4	1.2	4.8	35.7
Faculty of Basic Medical Science	2	.6	2.4	13.1
Faculty of Education	9	2.7	10.7	31.0
Faculty of Biological Sciences	6	1.8	7.1	20.2
Total	84	25.6	100.0	
Missing System	244	74.4		
Total	328	100.0		

Table 3 showed that 84 (31.82%) lecturers whose salaries were not paid from various faculties in UNN.

Table 4: Descriptive statistics for lecturers whom their
salaries were paid from various faculties in UNN

Lecturers paid from various Faculties in UNN				
Various Faculties in UNN	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Social Sciences	15	4.6	8.3	8.3
Faculty of Physical Sciences	22	6.7	12.2	20.6
Faculty of Management Sciences	18	5.5	10.0	30.6
Faculty of Law	15	4.6	8.3	38.9
Faculty of Humanities	20	6.1	11.1	50.0
Valid Faculty of Agricultural Science	17	5.2	9.4	59.4
Faculty of Environmental Science	19	5.8	10.6	70.0
Faculty of Engineering	11	3.4	6.1	76.1
Faculty of Basic Medical Science	14	4.3	7.8	83.9
Faculty of Education	12	3.7	6.7	90.6
Faculty of Biological Sciences	14	4.3	7.8	98.3
Total	180	54.9	100.0	
Missing System	148	45.1		
Total	328	100.0		

Table 4 showed a total of 180(68.18%) lecturers whose salaries were paid in the 11 Faculties of the University. It indicated that greater number were paid in the entire University.

5. Discussion of Findings

Table 1 showed that there were significant impacts between non-salary-payment of the university lecturers and the paid-salary impacts on the lecturers in the University. This implies that non-salary-payment impacts on lecturers have severe impacts on them. These can in-turn reflect on the level of commitment towards students. The finding is in agreement with part of the findings of Wise (2010) which affirmed that policy makers and professional development providers can use their research insight to combat the impacts of climate change to school environment. Policy makers can help in making policies that will help in prompt payment of salary to the university lecturers, this will help in further consequential impacts.

Again, in the second null hypothesis, the study revealed that the performance levels of the lecturers who were paid were significantly different from those who were not paid in the university. As such, the lecturers to whom salaries were paid performed better and higher than those whose salaries were not paid in the university. The finding is in line with Ramlani (2021) who found that there is a school climate influence on teacher performance. This means that the school climate conducive to making a positive contribution to the improvement of teachers' performance. Secondly, there is influence of motivation to work on teachers' performance, which means that a high work motivation of teachers has a significant contribution to improving the performance of teachers.

6. Conclusion

To an average Nigeria worker salary payment as and when due remains a basic motivation before other incentives. By implication therefore, salary non-payment is indeed a great deficit to the effective performance of staff and in this context lecturers and teachers.

The effect of salary non-payment in a time of climate change with its associated economic volatility, inflation, drought, famine, over flooding and much more may be highly devastating and not worth experiencing. Thus, to ensure effective performance on the part of lecturers in speedy delivery of job responsibilities the need to pay salary on time cannot be over-emphasized.

The study, therefore, concludes that there is need for a well-coordinated payment system that will enhance payment of lecturer's salary as well as regular update of lecturer's knowledge and evaluation mechanisms to ensure prompt feedback and enhance performance at all times.

6.1 Recommendations
1) Integrated Payment and Personal Information System (IPPIS) which is a central payroll platform by the Federal Government operating as Treasury Single Account

(TSA) should be upgraded to make prompt payment to lecturers without further delay.

2) Government should embark on regular update of the knowledge of teachers on latest information in education which will serve as a benchmark for increasing teacher's performance.

3) There is urgently a need for coordinated, improved and systematically implementable system of reward and punishment for teachers to enhance job motivation.

Conflict of Interest Statement

The authors declare that they have no known competing financial interest or personal relationship that could have appear to influence the work reported in this paper.

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