



## FUEL SUBSIDY REMOVAL AND UNIVERSITY LECTURERS' JOB EFFECTIVENESS IN CROSS RIVER STATE, NIGERIA

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**Abstract:** *The study ascertained the impact of fuel subsidy removal and university lecturers' job effectiveness in Cross River State, Nigeria. The study was guided by two research objectives and questions. Two research hypotheses were formulated and tested at the 0.05 level of significance. The population of the study comprised all forty-seven (47) business education lecturers in federal and state universities in Cross River State, Nigeria. The entire population of forty-seven (47) lecturers was used for the study. The instruments for data collection were questionnaires constructed by the researchers. The questionnaire is titled "Fuel Subsidy Removal and University Lecturers' Job Effectiveness Questionnaire (FSRULJEQ)". The instrument was validated by two experts in the department of vocational education in University of Calabar, Nigeria. The reliability of the instrument was tested on 15 lecturers who were not part of the study, and the data was subjected to statistical analysis using the Cronbach alpha reliability coefficient estimates, which ranged from .86 to .94. The instrument was administered by the researchers with the help of two research assistants. After collecting the questionnaire, codes and scores were assigned to each item. Descriptive statistics were used to answer research questions, and research hypotheses were tested at the 0.05 level of significance using an independent t-test statistic. The basic decision level was 2.50. Any item with a mean score of 2.50 is either for or against. At the 0.05 level of significance, the calculated t-value was compared with the t-value. The result of the findings shows that university lecturers are facing financial difficulties after the removal of fuel subsidies. More so, the study also revealed that the university lecturers did not receive any financial incentives during and after the fuel subsidy removal. It was concluded that the removal of fuel subsidies had given birth to a high standard of living in society. Both the transportation and food stocks in the market had skyrocketed, and the university lecturers' salaries couldn't meet up with the reality of the present condition. It was recommended, among others, that the federal government should provide financial incentives and equally raise the pay of university lecturers to reflect current market conditions.*

**Key words:** Fuel, Subsidy removal, Universities lecturers and Job effectiveness

### Introduction

Fuel subsidies are a sort of government action that reduces the cost of gasoline by giving direct financial assistance to oil companies, thereby subsidizing the product for consumers. Nigeria is one of Africa's greatest crude oil producers, and its economy is strongly reliant on this resource. In Nigeria, fuel subsidies have been in effect since the 1970s. It began with the government frequently providing fuel at below-cost rates to Nigerians in order to

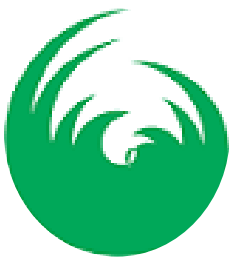
mitigate the impact of rising global oil prices on Nigerians. Following the passage of the Price Control Act in 1977, fuel subsidies became institutionalized, making it unlawful to sell certain items (including gasoline) over the regulated price. This rule was enacted by the military administration of Olusegun Obasanjo in an attempt to mitigate the impacts of the global big inflation era of the 1970s, which was driven by a worldwide increase in energy costs.

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Subsidy payments reached around N11.4 trillion during the Buhari administration's eight years in office (2015–2023). According to statistics from the civic-tech organization Budget, N316 billion was spent on subsidies in 2015. In 2016 and 2017, the sum fell to N99 billion and N141.6 billion, respectively. Petrol subsidies had cost a whopping N722 billion by 2018. The government then spent N578 billion in 2019 and N134 billion in 2020. The federal government earmarked N1.42 trillion for a fuel subsidy the next year, 2021, and N4.3 trillion in 2022. The Nigerian government allocated N3.6 trillion for petrol subsidies in the fiscal year 2023, which ends in June. That works out to almost N560 billion every month. According to its finance minister, the previous administration put aside 3.36 trillion naira (\$7.3 billion) for the subsidies until mid-2023.

President Ahmed Bola Tinubu of Nigeria declared the entire elimination of "fuel subsidies" during his inauguration on May 29, 2023, claiming that the policy has "increasingly favored the rich more than the poor." He went on to say that the subsidies could no longer justify the ever-increasing expenses as resources dwindled. He believes that his government should reinvest the monies in public infrastructure, education, health care, and jobs, which will dramatically improve the lives of millions. Regrettably, following the news that the oil subsidy would be phased out, the national oil firm, NNPC Limited, increased the pump price of fuel from N189 per liter to between N480 and N570 per liter—a more than 200 percent rise. While there is a provision in the budget to subsidize fuel until the end of June 2023, Kyari (2023) stated that the Nigerian government does not have the resources to effect that payment of fuel subsidies, and the reality is that the government can no longer afford to pay for fuel subsidies as a nation as of today, and the Nigerian government is owed N2.8 trillion in outstanding subsidy payments to NNPC.

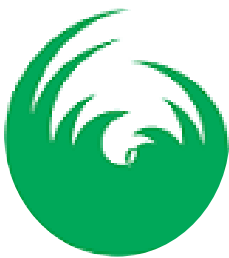
Kabri (2023) agreed with Bola (2023) that it was vital to eliminate the gasoline subsidy due to its impact on the Nigerian government and society at large. He also believes that the federal government spent more on fuel subsidies than it did on education, health, and infrastructure development during the period under review and that the administration of Bola Tinubu should stick to his decision

to eliminate the fuel subsidy. He established that eliminating the gasoline subsidy and redirecting the money saved towards agriculture, social welfare, road development, public transportation subsidies, education, and healthcare would have significant advantages.

Obi (2023) has supported the withdrawal of subsidies since the presidency of President Good luck Jonathan, when he was a member of the Economic Management Team. He declared unequivocally that the elimination of gasoline subsidies is extremely beneficial to Nigerians, since fuel subsidies are organized crime. He further asserted that individuals were just looting the country's resources, and he demonstrated factually in his statistical analysis that Nigerians do not consume the quantity of petroleum that they claim we do. Furthermore, he did, however, denounce the forcible elimination of the gasoline subsidy. He shouted out that the new Nigerian administration would have implemented "various relieving policies" to mitigate the impact of subsidy withdrawal because subsidy removal has caused hardship and difficulty for Nigerians. Furthermore, he went on to say that if you go to a dentist to have a difficult tooth extracted, he will use a local anesthetic to numb the region surrounding the tooth so you don't feel any pain. The Nigerian government would have provided a palliative way of handling the painful part of removing the fuel subsidy for Nigerians.

In light of the ramifications of the elimination of gasoline subsidies, Nigeria's President, Bola Tinubu, has called on governors to work with the federal government to combat the country's poverty, saying the level of poverty is intolerable. This might be true because the elimination of gasoline subsidies has caused difficulty for university lecturers and the general population in Nigeria. Furthermore, the governor praised Bola Tinubu for fighting the fuel subsidy giant, vowing to work with him to mitigate the decision's short-term impact. The president also urged all political leaders to put aside their differences and work together to alleviate people's sorrows and pains, particularly through the reduction of gasoline subsidies (AbdulRahman, 2023).

Interestingly, Kwara State expressed satisfaction with the president's decision to remove subsidies, as well as his all-inclusive leadership and statesmanship, at the State House. Mr. President vowed to overhaul the system in response to



the consequences of poverty on our people's faces. Poverty is not inherited; it is a result of society, and the present administration's goal is to eliminate poverty. Reducing the gasoline subsidy will boost education as part of efforts to alleviate poverty and penury among Nigerians.

However, in light of the pain that the removal of gasoline subsidies has caused Nigerians, Governor Godwin Obaseki of Edo has decreased the number of work days that civil and public workers must commute to their jobs from five to three days per week, among other measures. He asserted that the government shares our people's pains and wants to assure everyone that we are standing with them in these difficult times, and he emphasized that the measure is part of efforts to alleviate the sufferings currently experienced by the people as a result of the rise in prices of goods and services caused by the removal of fuel subsidies.

Obaseki (2023) stated, As a proactive government, we have since increased the minimum wage paid to workers in Edo State from the approved N30,000 to N40,000. And vowed to enhance it even more if the federal government allocates additional funds to our state as a result of the anticipated savings from the elimination of the gasoline subsidy. According to him, we are aware of the difficulty created by this policy, which has raised the cost of transportation, eating deeply into the incomes of state workers.

According to Muhammadu (2023), the decision to remove fuel subsidies was a recommendation from the previous administration, urging the new administration to remove the subsidies in 2022 as part of fiscal and petroleum sector reforms with an equally concluded arrangement with a recommended 5% and 10% pay raise for workers in various categories to reduce the suffering and hardship on Nigerians as a result of fuel subsidy removal.

However, the financial challenges faced by Nigerian employees, including university lecturers', are unavoidable following the removal of gasoline subsidies. This is because market prices vary and transportation costs alter as a result of the petrol pump increasing from 180 to 560 naira and above. A financial difficulty is the inability to fulfill payments from available funds or at all. Nonpayment of critical bills is one example. Borrowing more to pay off existing obligations. This is an example of Nigerian workers and university lecturers' inclusiveness;

many nowadays find it difficult to fuel their vehicle to work and pay their transit fair to work because there are more than one hundred percent transportation charges. Many university lecturers struggle to meet their families' financial commitments. The difficulty caused by the elimination of gasoline subsidies has a severe impact on university lecturers', and their job effectiveness could suffer as a result. I could presume that many university lecturers' find it difficult to go to work every day, and those who do struggle to manage themselves and may be involved in tricking from afar to get to work. Many of them today are able to pay their bills and other financial obligations, which has given birth to their involvement in financial indebtedness. They are crying out for financial incentives.

A financial incentive is a bonus offered to employees as a result of workplace motivation. Employee motivation is projected to grow with financial incentives, since financial incentives may be targeted to the employee's demands. After the loss of gasoline subsidies, university lecturers' have so many desires that a financial incentive is required to address them. The provision of this financial incentive could necessitate a fair and acceptable employee attitude in the workplace (Dessler, 2014). The term "fair" refers to financial incentives offered to employees in proportion to or consistent with their effort and job effectiveness. Preparing and presenting lectures, tutorials, workshops, and seminars are all part of the job description for university lecturers. Others job descriptions such as; developing curriculum and course materials that can be used across several platforms; collaborating with other academics and lecturers to enhance teaching techniques and broaden knowledge; assigning and grading homework, assessments, and examinations and uploading of result; involvement in research and writing papers, proposals, journal articles, and books; attending and participating in internal and external meetings, conferences, and other activities; participating in institutional training opportunities and initiatives; assisting students and other colleagues; and reading widely and creating published work in the topic to stay current are the embodiment of a university lecturers job description. Looking at the above university lecturers' job description, there is a need for them to be financially motivated to encourage their job



effectiveness. According to Lares and Dean (2020), financial incentives improve employee performance, and university lecturers' are not exclusive. When financial incentives are frequently utilized to promote and reward excellence in the workplace, job effectiveness is inevitable (Atah, 2019). According to Edmund (2013), financial incentives play a significant role in accomplishing goals and job effectiveness for university lecturers', as well as any organizational achievement. Ukah & Atah (2021) argue that, for twenty-first century university lecturers to give their very best in the teaching and learning process to advance mankind, financial incentives must be a tool to be used to motivate them.

Certainly, this becomes imperative because, after the fuel subsidy was removed, university lecturers were not financially motivated by their employer in terms of transportation allowance, bonus, salary-based allowance, work-based allowance, performance-related allowances, fringe benefits, gifts, food stuck parked, special finance allowance, travel allowance, special wage allowance, and many others. On this point, the researchers believe it is vital to conduct a study on fuel subsidy removal and university lecturers' job effectiveness in Cross River State, Nigeria.

#### **Objectives of the Study**

The aims of the study were to determine fuel subsidy removal and university lecturers' job effectiveness in Cross River State, Nigeria. The research specifically attempted to accomplish:

1. Financial difficulty and university lecturers' job effectiveness in Cross River State, Nigeria
2. Financial incentives and university lecturers' job effectiveness in Cross River State, Nigeria

#### **Research Questions**

The following research questions were posed to guide the study:

1. What is the influence of financial difficulty on the university lecturer's job effectiveness?
2. What is the influence of financial incentives on the university lecturer's job effectiveness?

#### **Research Hypothesis**

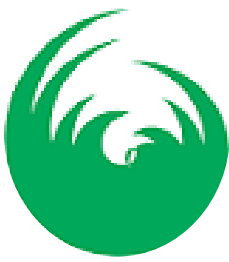
The following null hypotheses were formulated and tested at the 0.05 level of significance.

1. There is no significant difference in the mean rating of male and female respondents on financial difficulty on universities lecturers' job effectiveness.

2. There is no significant difference in the mean rating of federal and state universities on financial incentives and university lecturers' job effectiveness.

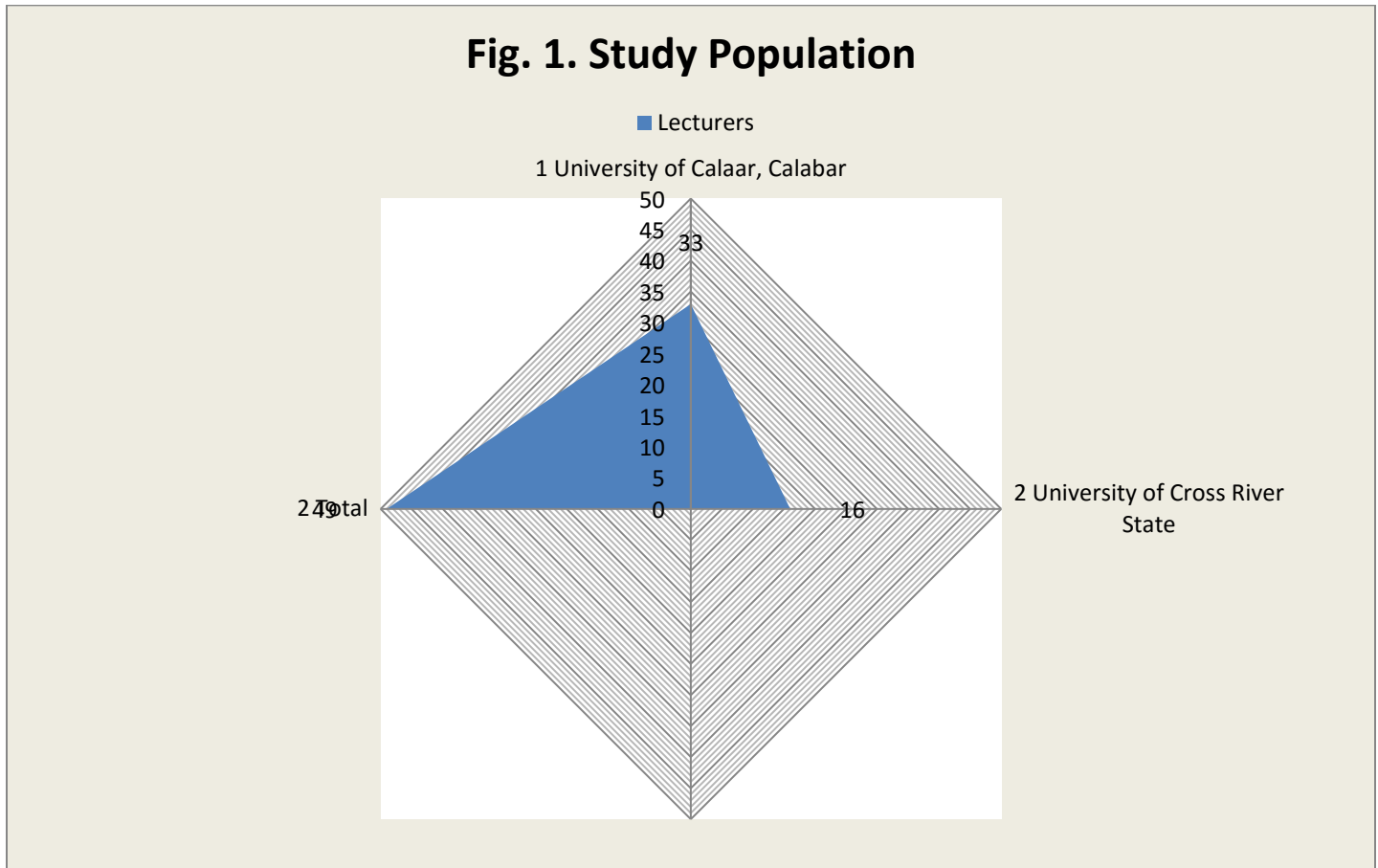
#### **Research Methodology**

The research design adopted for this study was survey research. The study was carried out in Cross River State, Nigeria. The state is one of the thirty-six (36) states in Nigeria, and it has 18 local government areas divided into three senatorial districts (North, South, and Central) and three education zones (Ogoja, Ikom, and Calabar). The state is in the south-south geopolitical zone of Nigeria and in the Niger Delta region of the country, which qualifies her as a member of the Niger Delta Development Commission (NDDC). The population of the study comprised all forty-seven (47) business education lecturers in federal and state universities in Cross River State, Nigeria. The entire population of forty-seven (47) lecturers was used for the study. The instruments for data collection were questionnaires constructed by the researchers. The questionnaire is titled "Fuel Subsidy Removal and University Lecturers' Job Effectiveness Questionnaire (FSRULJEQ)". The instrument consisted of two sections: Section A consisted of demographic variables such as gender and age. Section B contained 20 items. The items, as earlier stated, were constructed on a 4-point rating scale: Strongly Agree (SA) 4 points; Agree (A) 3 points; Disagree (D) points; and Strongly Disagree (SD) 1 point, respectively. The instrument was validated by two experts in the department of vocational education at the University of Calabar, Nigeria. The reliability of the instrument was tested on the 15 lecturers who were not part of the study. After the administration and retrieval of the instrument from respondents, the instrument was coded, and the data subjected to statistical analysis using the Cronbach alpha reliability coefficient. The reliability coefficient estimates ranged from .86 to .94, which showed that the instruments were consistent in measuring what they were purported to measure. Therefore, they were deemed appropriate for use in achieving the purpose of this study. The instrument titled "Fuel Subsidy Removal and University Lecturers' Job Effectiveness Questionnaire (FSRULJEQ)" was used for data collection. The instrument was administered by the researchers with the help of two research assistants. After collecting the questionnaire, codes and scores were



assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs of the instruments. Descriptive statistics were used to answer research questions, and research hypotheses were tested at the 0.05 level of significance

using an independent t-test statistic. The basic decision level was 2.50. Any item with a mean score of 2.50 is either for or against. At the 0.05 level of significance, the calculated t-value was compared with the t-value. Figure 1 shows the survey respondents on the radar graph.



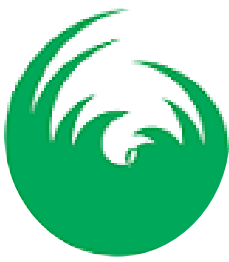
**Findings of the Study**

**Research Question One**

What is the influence of financial difficulty on the university lecturer's job effectiveness?

**Table 1: Mean rating of respondents' on financial difficulty on the university lecturer's job effectiveness**

S/No.	Items on Financial Hardship Lecturers Job Effectiveness	N	Mean	SD	Remarks
1	It is tough for me to fuel my work vehicle	47	3.76	0.56	Agree
2	Fueling my automobile is not a problem	47	1.85	0.93	Disagree
3	I find it difficult to get to work because of high transport fair	47	3.55	0.68	Agree
4	It is not an issue for me to pay my fair part to work every day.	47	1.65	1.08	Disagree



5	My failure to meet my family's financial responsibilities is impacting my job effectiveness.	47	3.29	0.85	Agree
6	My job performance is affected by my financial commitments.	47	3.34	0.84	Agree
7	The elimination of gasoline subsidies has a detrimental impact on my job effectiveness.	47	3.34	0.70	Agree
8	I borrowed some time to pay for my transportation to work.	47	3.04	1.04	Agree
9	Due to financial constraints, I find it difficult to remain prompt at work.	47	3.04	0.99	Agree
10	I'm consistent at work after the removal of fuel subsidy	47	1.17	0.48	Disagree
	<b>Grand Mean</b>	<b>47</b>	<b>2.80</b>	<b>0.81</b>	Agree

The data presented in Table 1 revealed the financial difficulty on the university lecturers' and job effectiveness in Cross River State, Nigeria. It was shown that items 1, 3, 5, 6, 7, 8, and 9 with mean values of 3.76, 3.55, 3.29, 3.34, 3.34, and 3.04, respectively, signified that university lecturers' are facing financial difficulty to attend to their financial obligations to enhance their job effectiveness, and this is based on the decision of the federal government to remove the fuel subsidy without a policy to improve university lecturers welfare. However, items 2, 4, and 10 show that fuel subsidy removal had no significant

influence on lecturers' job effectiveness. The table also showed that the grand mean of 2.80 falls within the range of financial difficulty among university lecturers. As a result, the university lecturers' job effectiveness is influenced by their financial difficulties. Again, the table equally showed that the standard deviation (SD) of the items is within the range of 0.48–1.08. This indicates that the respondents' opinions were not far from one another. Figures 2 and 3 depict the outcome further in bar and radar graphs.

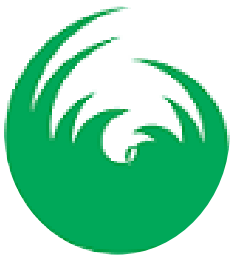
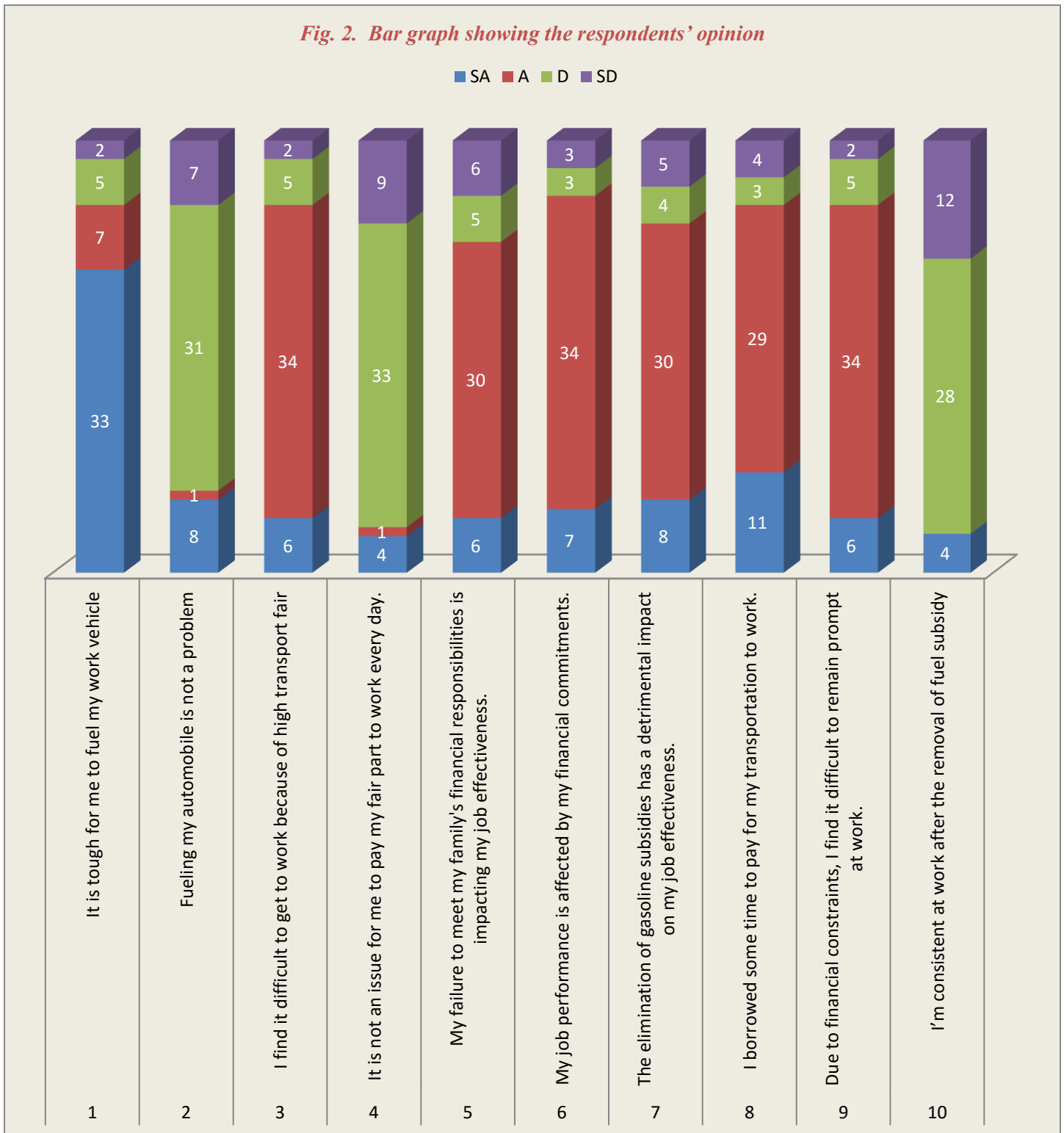


Fig. 2. Bar graph showing the respondents' opinion



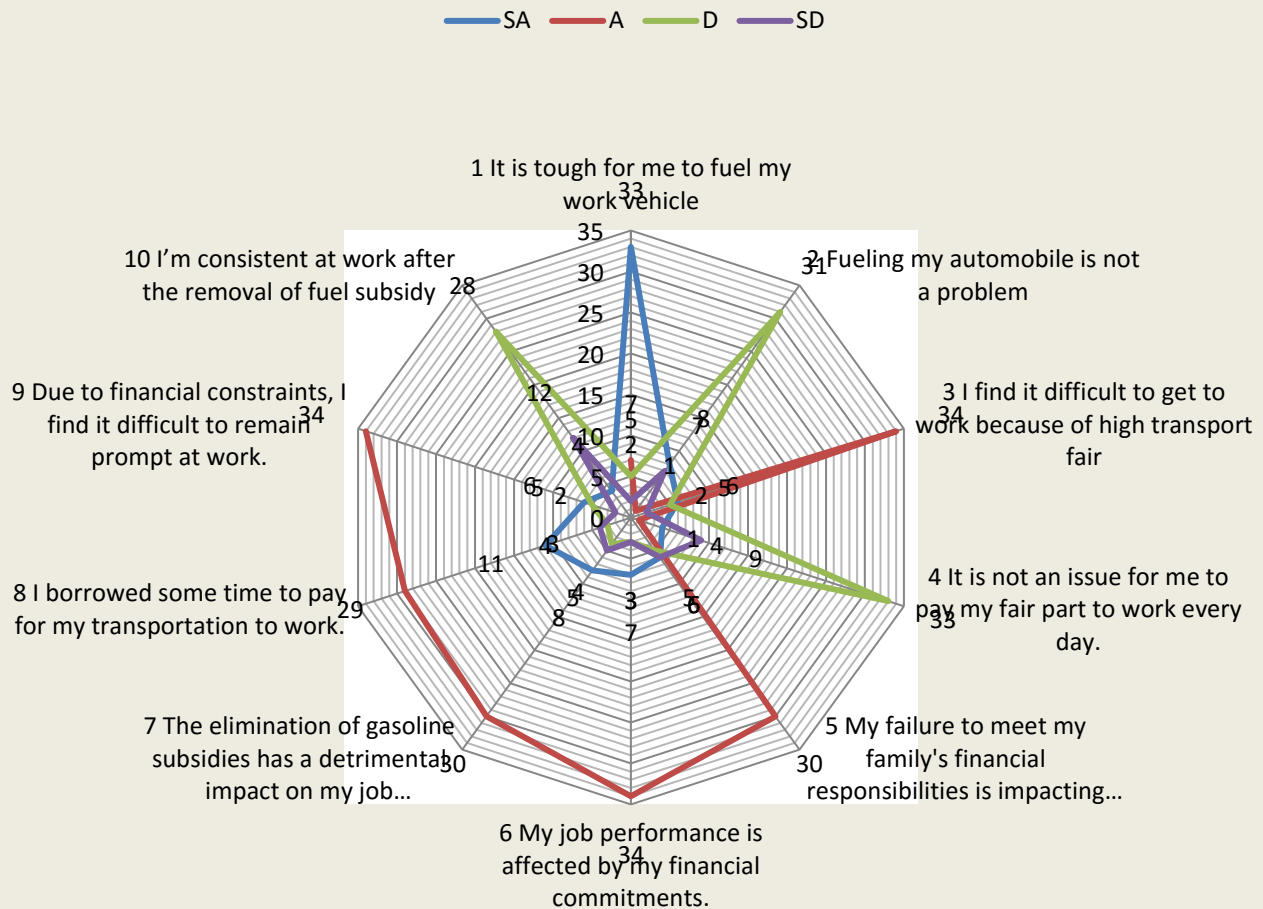
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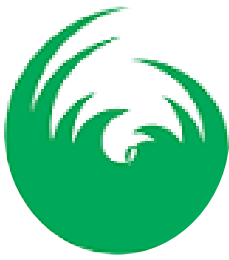
*Fig. 3 radar graph showing respondents' opinion*



What is the influence of financial incentives on the university lecturer's job effectiveness?

**Table 2: Mean rating of respondents' decision on financial incentive on the university lecturers' job effectiveness**

S/No.	Items on Financial Motivation and Lecturers Job Effectiveness	N	Mean	SD	Remarks
11	My employer rewards me with a transportation allowance.	47	1.61	.99	Disagree
12	My superior rewards me with a gasoline allowance.	47	2.25	1.18	Disagree
13	My employer rewards me with a bonus.	47	1.36	.76	Disagree
14	My boss providing me with salary-based work-based allowance	47	1.42	.80	Disagree
15	My employer inspires me through performance-based bonuses.	47	1.40	.82	Disagree
16	My employer inspires me by providing fringe perks.	47	1.31	.66	Disagree
17	My superior stimulates me by giving me food.	47	1.59	.97	Disagree



18	My employer rewards me with a unique financial allowance.	47	1.46	.71	Disagree
19	My superior rewards me with a travel allowance.	47	1.29	.65	Disagree
20	My employer providing a unique pay allowance.	47	1.61	.76	Disagree
	<b>Grand Mean</b>	<b>47</b>	<b>1.53</b>	<b>0.83</b>	<b>Disagree</b>

The data presented in Table 2 revealed disagreements on the financial incentives and the university lecturers' job effectiveness in Cross River State, Nigeria. It was shown that items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 with mean values of 1.61, 2.25, 1.36, 1.42, 1.40, 1.31, 1.59, 1.46, 1.29, and 1.61, respectively, signified that university lecturers' were not motivated with any incentives during the time of fuel subsidy removal. This implies that, since lecturers' were not encouraged with any incentive, their financial obligations were not made to enhance their job effectiveness. More so, the table also showed that the grand

mean of 1.53 falls within the range of respondents' disagreement. As a result, the university lecturers' are discouraged from performing their statutory duties because of financial difficulties occasioned by the removal of the fuel subsidy without any introduction of financial incentives to motivate their job effectiveness. Again, the table equally showed that the standard deviation (SD) of the items is within the range of .65 - 1.18. This indicates that the respondents' opinions were not far from one another. Figs. 4 and 5 depict the outcome further in bar and radar graphs.



Fig.4. Bar graph showing respondents' decision

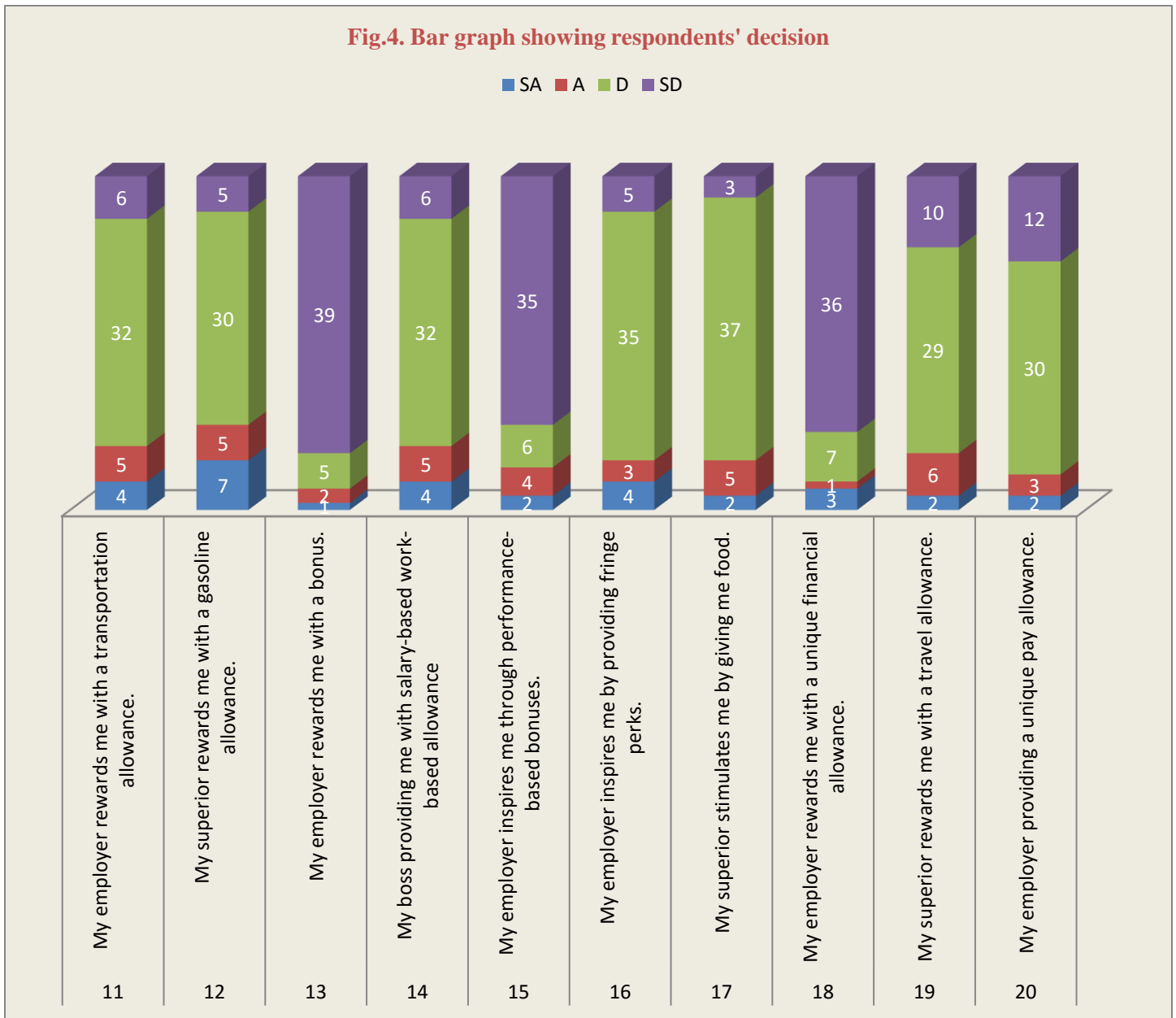
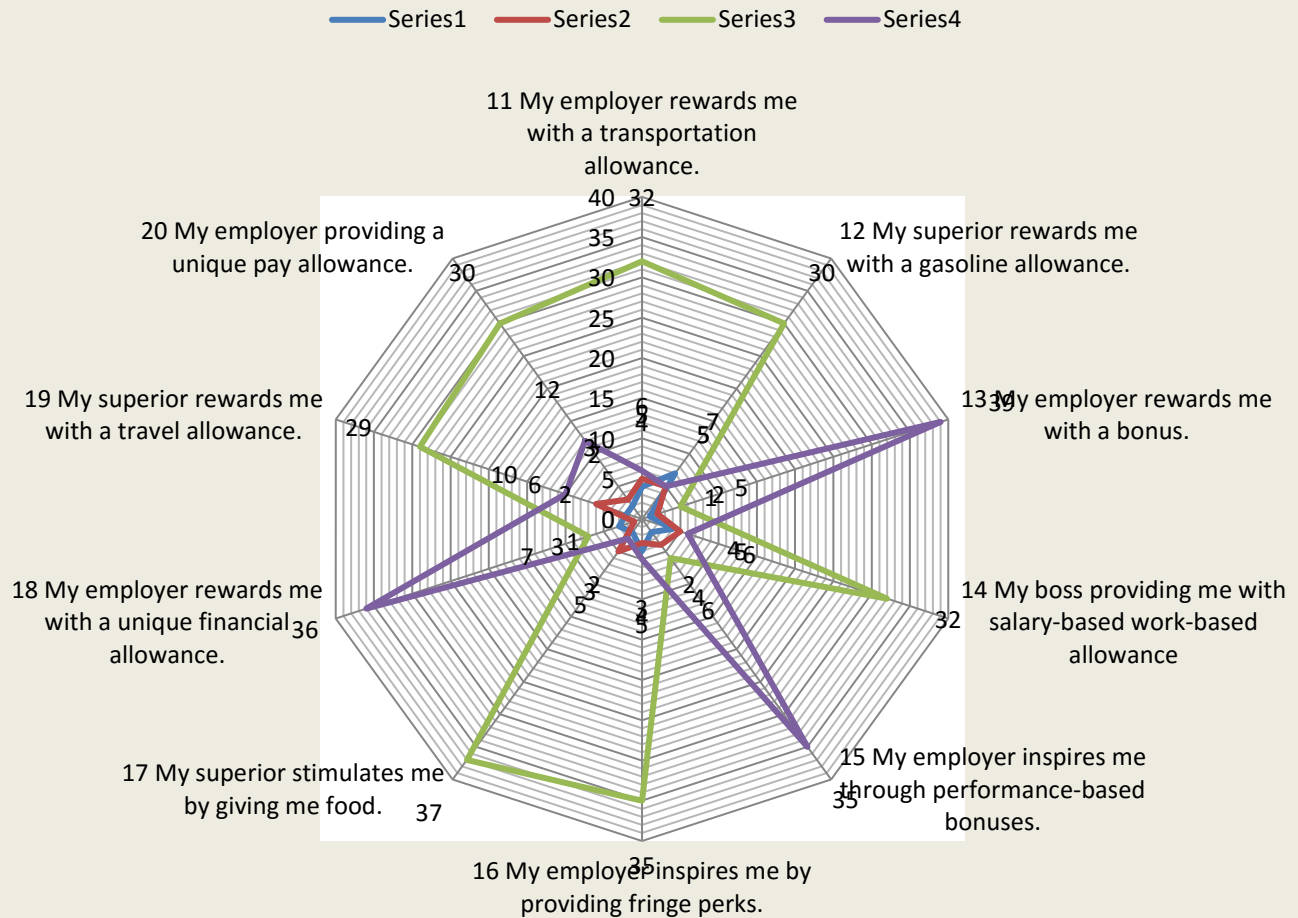




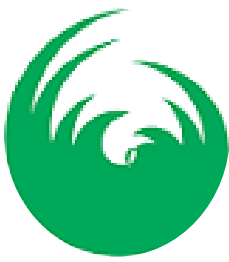
Fig. 5. Showing respondents' opinion



There is no significant difference in the mean rating of male and female respondents on financial difficulty on universities lecturers' job effectiveness.

Table 3: Independent t-test statistics on the mean rating of male and female respondents on financial difficulty on university lecturers job effectiveness

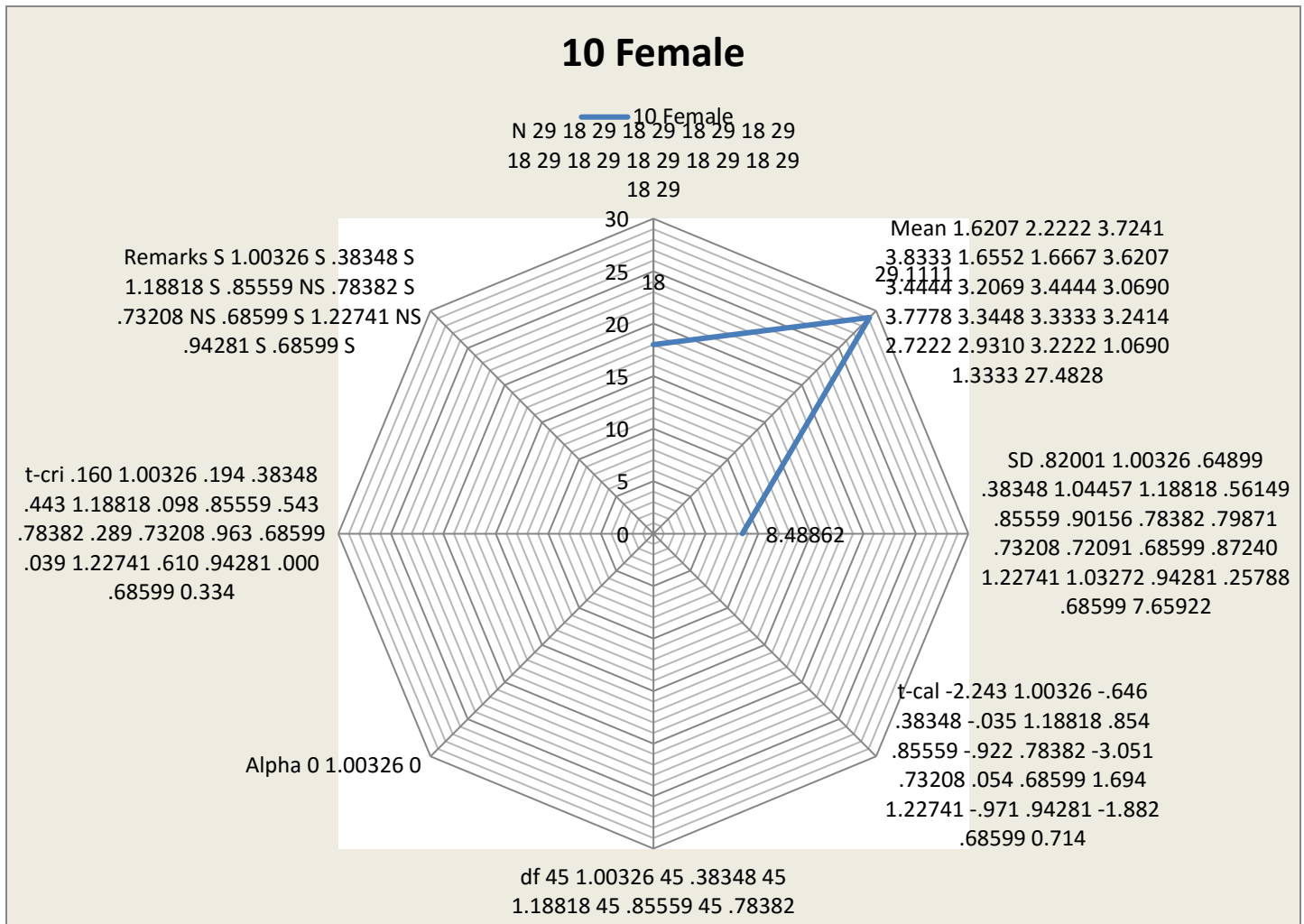
Items	Category of Respondents'	N	Mean	SD	t-cal	df	Alpha	t-cri	Remarks
1	Male lecturers'	29	1.6207	.82001	-2.243	45	0.05	.160	S
	Female lecturers'	18	2.2222	1.00326					
2	Male lecturers'	29	3.7241	.64899	-.646	45	0.05	.194	S
	Female lecturers'	18	3.8333	.38348					
3	Male lecturers'	29	1.6552	1.04457	-.035	45	0.05	.443	S



	Female lecturers'	18	1.6667	1.18818					
4	Male lecturers'	29	3.6207	.56149	.854	45	0.05	.098	S
	Female lecturers'	18	3.4444	.85559					
5	Male lecturers'	29	3.2069	.90156	-.922	45	0.05	.543	NS
	Female lecturers'	18	3.4444	.78382					
6	Male lecturers'	29	3.0690	.79871	-3.051	45	0.05	.289	S
	Female lecturers'	18	3.7778	.73208					
7	Male lecturers'	29	3.3448	.72091	.054	45	0.05	.963	NS
	Female lecturers'	18	3.3333	.68599					
8	Male lecturers'	29	3.2414	.87240	1.694	45	0.05	.039	S
	Female lecturers'	18	2.7222	1.22741					
9	Male lecturers'	29	2.9310	1.03272	-.971	45	0.05	.610	NS
	Female lecturers'	18	3.2222	.94281					
10	Male lecturers'	29	1.0690	.25788	-1.882	45	0.05	.000	S
	Female lecturers'	18	1.3333	.68599					
	<b>Male lecturers'</b>	<b>29</b>	<b>27.4828</b>	<b>7.65922</b>	<b>-0.714</b>	<b>45</b>	<b>0.05</b>	<b>0.334</b>	<b>S</b>
	<b>Female lecturers'</b>	<b>18</b>	<b>29.1111</b>	<b>8.48862</b>					

The data presented in Table 3 revealed that the t-cal of -0.714 is less than the t-crit of 0.334 at 0.05 levels of significance and 45 degrees of freedom. As a result, the null hypothesis indicates that there is no significant difference in the mean rating of male and female respondents on financial difficulties and university

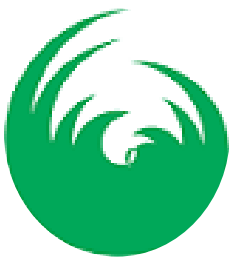
lecturers' job effectiveness. This is because both the male and female lecturers' are facing financial difficulties that require government attention to motivate their zeal and passion to work effectively. Figure 6 further demonstrates the result using a radar graph.



There is no significant difference in the mean rating of federal university and state university on financial incentives on university lecturers' job effectiveness.

**Table 4: Independent t-test on the mean rating of federal and state universities on financial incentives on university lecturers' job effectiveness**

S/No.	Types Universities'	N	Mean	SD	t.cal	df	Alpha	t-cri	Remarks
1	Federal University	33	1.5455	.93845	-.757	45	0.05	.146	S
	State University	14	1.7857	1.12171					
2	Federal University	33	2.0303	1.23705	-2.063	45	0.05	.049	S
	State University	14	2.7857	.89258					
3	Federal University	33	1.3333	.69222	-.387	45	0.05	.312	S



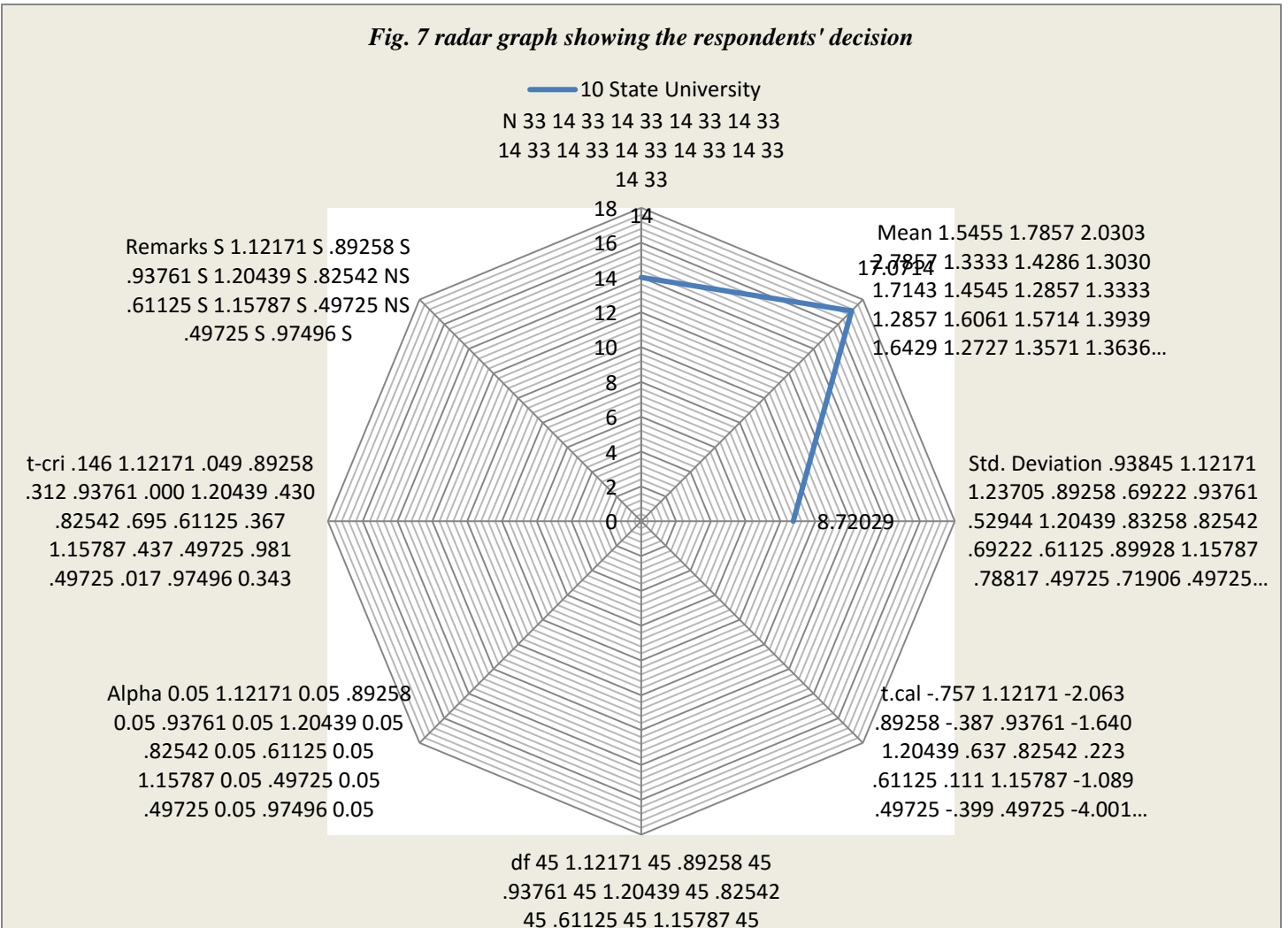
	State University	14	1.4286	.93761					
4	Federal University	33	1.3030	.52944	-1.640	45	0.05	.000	S
	State University	14	1.7143	1.20439					
5	Federal University	33	1.4545	.83258	.637	45	0.05	.430	S
	State University	14	1.2857	.82542					
6	Federal University	33	1.3333	.69222	.223	45	0.05	.695	NS
	State University	14	1.2857	.61125					
7	Federal University	33	1.6061	.89928	.111	45	0.05	.367	S
	State University	14	1.5714	1.15787					
8	Federal University	33	1.3939	.78817	-1.089	45	0.05	.437	S
	State University	14	1.6429	.49725					
9	Federal University	33	1.2727	.71906	-.399	45	0.05	.981	NS
	State University	14	1.3571	.49725					
10	Federal University	33	1.3636	.48850	-4.001	45	0.05	.017	S
	State University	14	2.2143	.97496					
	<b>Federal University</b>	<b>33</b>	<b>14.6364</b>	<b>7.81697</b>	<b>-9.366</b>	<b>45</b>	<b>0.05</b>	<b>0.343</b>	<b>S</b>
	<b>State University</b>	<b>14</b>	<b>17.0714</b>	<b>8.72029</b>					

The data presented in Table 4 revealed that the t-cal of -9.366 is less than the t-crit of 0.343 at 0.05 levels of significance and 45 degrees of freedom. As a result, the null hypothesis indicates there is no significant difference in the mean rating of federal and state universities on financial incentives and university lecturers' job effectiveness. This is because both the lecturers from public universities and state universities needed financial incentives to be motivated to work effectively during this time of fuel subsidy removal. This was because the

removal of fuel subsidies had given birth to a high standard of living in society. Both the transportation and food stocks in the market had skyrocketed, and the university lecturers' salaries couldn't meet up with the reality of the present condition. For instance, both the lecturers in state and public universities are in need of fuel to drive their cars, and the cost of buying fuel after the fuel subsidy removal is three times the formal cost. Figure 7 further demonstrates the result using a radar graph.



Fig. 7 radar graph showing the respondents' decision



**Discussion of the findings**

The first research question finding in Table 1 revealed that university lecturers' are faced with financial difficulties, and this scenario influences their job effectiveness. The result showed that items 1, 3, 5, 6, 7, 8, and 9 with mean values of 3.76, 3.55, 3.29, 3.34, 3.34, and 3.04, respectively, signified that university lecturers' are facing financial difficulty to attend to their financial obligations to enhance their job effectiveness, and this is based on the decision of the federal government to remove the fuel subsidy without a policy to improve university lecturers welfare. It is revealed that some of the university lecturers find it tough to fuel their vehicles to work, to pay their

transportation fair to work every day, and to stay on course to meet their family's financial responsibilities because of financial constraints occasioned by the removal of fuel subsidies.

The outcome agrees with Obaseki's (2023) opinion that employee pay should be increased due to financial constraints caused by the withdrawal of the fuel subsidy. We are cognizant of the difficulty created by this policy, which has raised the cost of transportation, eating deeply into the incomes of state workers, and the financial challenges faced by Nigerian employees, including university lecturers, are unavoidable as a result of the removal of gasoline subsidies, he says. This is because



market prices fluctuate and transportation expenses change when the price of gasoline rises from 180 to 560 naira and higher. An example of a financial challenge is the inability to make payments from available cash or at all. One example is nonpayment of crucial invoices. Borrowing extra money to pay off current debts. This is an illustration of the inclusivity of Nigerian employees and university lecturers; many presently find it difficult to fuel their vehicle and pay their transit fare to work. In the opinion of Ukah and Atah (2021), financial incentives must be employed to motivate and boost the work efficacy of twenty-first century university lecturers in order for them to offer their absolute best in the teaching and learning process

The findings of the hypotheses revealed that the  $t$ -cal of -0.714 is less than the  $t$ -cri of 0.334 at 0.05 levels of significance and 45 degrees of freedom. As a result, the null hypothesis indicates that there is no significant difference in the mean rating of male and female respondents on financial difficulties and university lecturers' job effectiveness. This is because both the male and female lecturers' are facing financial difficulties that require government attention to motivate their zeal and passion to work effectively.

The second research question finding in Table 2 revealed that university lecturers' are not motivated with financial incentives on or after the fuel subsidy removal, and due to the high cost of living; they are negatively influenced and discouraged from being effective again in discharging their statutory duties. The data in items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 with mean values of 1.61, 2.25, 1.36, 1.42, 1.40, 1.31, 1.59, 1.46, 1.29, and 1.61, respectively, have proven all reasonable arguments that university lecturers' are not motivated by any incentives during the time of fuel subsidy removal. The findings show that, since lecturers' were not encouraged with any incentive, their financial obligations were not made to enhance their job effectiveness in Nigerian universities. This could give birth to the university lecturers' being discouraged from performing their statutory duties because of financial difficulties occasioned by the removal of the fuel subsidy without any introduction of financial incentives to motivate their job effectiveness.

The findings are in consonance with Obi's (2023) assertion that various relieving policies to mitigate the impact of subsidy removal would have been put in place before the forceful removal brought financial difficulties to Nigerians. In agreement with Dessler (2014), who reviewed that, financial incentives are crucial to employees' job enhancement and effectiveness. The provision of this financial incentive could necessitate a fair and acceptable employee attitude in the workplace, and university lecturers are not excluded in this regard. Lares and Dean (2020) opined that financial incentives improve employee performance, and university lecturers' are not exclusive. When financial incentives are frequently utilized to promote and reward excellence in the workplace, job effectiveness is inevitable (Atah, 2019). According to Edmund (2013), financial incentives play a significant role in accomplishing goals and job effectiveness for university lecturers', as well as any organizational achievement. Since the university lecturers were not financially motivated by their employer in terms of transportation allowance, bonus, salary-based allowance, work-based allowance, performance-related allowances, fringe benefits, gifts, food stuck parked, special finance allowance, travel allowance, and special wage allowance; it could weaken their job effectiveness.

The findings of the hypotheses revealed that the  $t$ -cal of -9.366 is less than the  $t$ -cri of 0.343 at 0.05 levels of significance and 45 degrees of freedom. As a result, the null hypothesis indicates there is no significant difference in the mean rating of federal and state universities on financial incentives and university lecturers' job effectiveness. This is because both the lecturers from public universities and state universities needed financial incentives to be motivated to work effectively during this time of fuel subsidy removal.

#### **Conclusion**

The findings of the study revealed that, university lecturers' are facing with untold financial difficulties after removal of fuel subsidy. The findings also revealed that university lecturers' were not financial motivated during and after the fuel subsidy removal and the condition of them to be effective in their job description becomes optional. This was because the removal of fuel subsidies had given birth to a high standard of living in society. Both



the transportation and food stocks in the market had skyrocketed, and the university lecturers' salaries couldn't meet up with the reality of the present condition. For instance, both the lecturers in state and public universities are in need of fuel to drive their cars, and the cost of buying fuel after the fuel subsidy removal is three times the formal cost. At this critical time, financial incentives is a foundation for employees to enhance their job performance, raise their motivation in reaching goals, increase their level of wellbeing, and develop work motivation that may be optimally realized.

#### Recommendations

1. The federal government should provide financial incentives to university lecturers in order to eliminate financial hardship.
2. The university administration should from the IGR, should give financial support to the lecturers
3. The federal government should raise the pay of university lecturers to reflect current market conditions.

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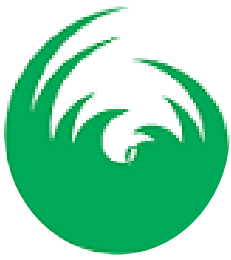
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