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ECONOMIC AND MINDFULNESS-BASED INTERVENTIONS FOR LECTURERS' RESILIENCE AND WELL-BEING IN HIGHER EDUCATION IN NIGERIA

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Abstract

Background: Lecturers in higher education face significant pressures, often leading to burnout and decreased well-being. Mindfulness-based interventions have shown promise in promoting resilience and well-being in various professions.
Purpose: This study investigates the effectiveness of economic and mindfulness-based interventions in enhancing lecturer well-being and resilience within higher education institutions.
Method: A sample of 360 lecturers purposively selected from different department participated in a randomized controlled trial. The intervention group received a mindfulness-based training program, while the control group received a waitlist intervention. Surveys measuring well-being and resilience was administered before and after the training program (intervention group) and at corresponding points for the control group. Quantitative and qualitative data analysis was conducted using inferential statistics to assess pre-post intervention changes within the intervention group compared to the control group. Qualitative data collected through open-ended surveys or interviews, was analyzed thematically using SPSS 25 to explore participants' experiences with the intervention and its impact.
Findings: The findings reveal that lecturers' who participate in the mindfulness-based training program report improvements in well-being and resilience compared to the control group. In addition, it reveals that economic interventions such as Providing financial support for research projects, offering childcare education subsidies, among others help to reduce financial stress and improves the internal well-being practices of lecturers. Additionally, qualitative data reveal deeper insights into how mindfulness practices contribute to these positive changes. This research has the potential to inform the development of evidence-based strategies to support lecturer well-being and create a more sustainable work environment in higher education.
Recommendations: The study recommends that institutions should occasionally organize a mental assessment training for lecturers' occasionally, while ensuring that the welfare package of the lecturers' are looked into so as to increase the level of their assertiveness in carrying out their duties.

Keywords: Economic, Mindfulness, Lecturers' Resilience, Wellbeing, Higher Education

1.0 Introduction

Resilience and well-being are crucial factors for success and satisfaction in the workplace, especially for educators in higher institutions. Lecturers face various challenges like workload, lack of support, among others., which may affect their resilience and well-being. Researches have shown that mindful and economic based approaches to improving resilience and wellbeing. Mindfulness-based interventions aim to cultivate awareness and acceptance of present-moment experiences and have been shown to improve stress management, emotional regulation, and well-being. (Cavanagh et al., 2015)

1.1 Statement of the problem

There has been increasing level of burnout and stress among lecturers in higher education, which negatively impact their well-being as well as the quality of education. A lot of factors have been found to be responsible for the burn out and stress experienced by lecturers in higher education such as mounting workloads, administrative duties, research pressure, lack of coping mechanisms to manage stress and pressure effectively, difficulty in maintaining a sense of work-life balance and emotional well-being, limited institutional support for promoting mental health and resilience among lecturers. These factors can lead to feelings of overwhelm, frustration, financial strain and creates a significant problem in higher education such as reduced job satisfaction and productivity, increased absenteeism and turnover, poorer student outcomes, including lower engagement and learning gains and a negative impact on the overall institutional culture. More so, lack of economic and mindfulness interventions seem to contribute to the worsening situation. Therefore, the research aimed to investigate the existence of economic and mindfulness-based interventions, as well as their effectiveness in addressing these issues.

2.0 Literature review

2.1 Mindfulness-based intervention and wellbeing

Mindfulness-based interventions (MBIs) are structured therapies, trainings, and meditation programs utilized mostly in clinical settings for managing disorders and supporting prognosis (BMC Psychology, 2021). It is the process by which individuals pay attention in a particular way: on purpose, in the present moment and nonjudgmentally (Roeser, 2014).However, this technique has been used in educational settings. Various studies have examined the benefits of mindfulness-based interventions for teachers.

Phan et al (2022), noted that practicing mindfulness typically includes meditation exercises and bringing mindful awareness to daily activities, such as eating and walking. These practices are intended to foster purposeful focused attention, coupled with a nonjudgmental attitude toward moment-to-moment experience. Mindfulness-based interventions target many aspects of well-being, resiliency, and mental health by cultivating a present-centered awareness and acceptance (Fjorback et al., 2011; Gawrysiak et al., 2018; Khoury et al., 2013; Roeser, 2014). According to Guendelman et al. (2017), emotion regulation has been the focus of much MBI research; and individuals who have difficulty with emotion regulation have problems processing, experiencing, expressing, and managing emotions effectively (Chambers et al., 2009). Researchers have expressed that mindfulness training with adults can improve stress regulation, resilience, anxiety, and depression (Forkmann et al., 2014; Li & Bressington, 2019; Morton et al., 2020).

Further, early studies have indicated promising results in the capacity of MBIs in decreasing anxiety, fatigue, depressive symptoms, stress-related issues, and disorders for various conditions (Bei et al., 2013; Fjorback et al., 2011; Grossman et al., 200.).

In the study by Taylor et al. (2016), it was found that teachers reported reduced stress following mindfulness training, and their data further elucidated some of the mechanisms which may be responsible for stress reduction. Also, Schussler et al. (2016) explored the mechanisms underlying effects following mindfulness training, and found that teachers' awareness of their internal states and improvements to their emotion-regulation may be contributing to reductions in self-reported stress. In addition, Harris et al. (2016) found that a 16-week brief, daily mindfulness and yoga program improved teachers' mindfulness, positive affect, classroom management, distress tolerance, physical symptoms, blood pressure, and protected against a blunting of the cortisol awakening response found among control group teachers at the end of the school year.

In the findings of Phan et. al, (2022), the highest quality evidence ('A Grade') across outcomes indicated that MBSIs increased prosocial behavior, resilience, executive function, attention and mindfulness, and decreased anxiety, attention problems/ADHD behaviors and conduct behaviors. In addition, Wisner (2014) asserted that most MBSIs tested in schools are designed to decrease depression and anxiety symptoms and increase resilience. This implies that MBIs has significant influence on resilience.

2.2 Lecturers' Resilience, Physical Health and Support System

Resilience and well-being are essential for effective teaching and personal satisfaction for lecturers in higher institutions. Resilience has been defined as the ability to withstand adversity and recover from difficult situations (Masten, 2016). It has been linked to various aspects of wellbeing such as physical health, mental health, social support, and academic achievement (Fergus and Zimmerman, 2015). Over the past decade, there has been a growing body of literature on resilience and wellbeing which included mental health, physical health, social support, among others.

Musa, Abdullahi, and Yusuf (2018) defined resilience as the ability to cope with and recover from adverse situations. In their study, they aimed to determine the resilience levels of lecturers in higher institutions and the factors influencing their resilience. The study involved 300 lecturers who completed a questionnaire consisting of the Connor–Davidson Resilience Scale and questions on demographic and work-related variables. The results showed that the lecturers had moderate levels of resilience and that age, gender, years of experience, and workload significantly influenced their resilience.

Similarly, Olusanmi, and Fehintola, (2018) conducted a study on the resilience of lecturers in tertiary institutions. They aimed to determine the level of resilience of lecturers and identify the factors influencing their resilience. The study involved 200 lecturers who completed a questionnaire consisting of the Connor–Davidson Resilience Scale and questions on demographic and work-related variables. The results showed that the lecturers had a high level of resilience, and job satisfaction significantly influenced their resilience.

Akinkuade, (2018) investigated the resilience of academic staff in higher institutions in Nigeria. The study aimed to determine the level of resilience of academic staff and the factors influencing their resilience. The study involved 400 academic staff who completed a questionnaire consisting of the Connor–Davidson Resilience Scale and questions on demographic and work-related variables. The

results showed that academic staff had a moderate level of resilience, and gender, age, years of experience, and workload significantly influenced their resilience.

On exploring resilience and mental healthy, se**v**eral studies investigated the relationship between resilience and mental health. Baskin-Sommers et al. (2015) found that greater resilience was associated with lower levels of anxiety and depression among college students. Similarly, Sun et al. (2020) found that resilience was negatively correlated with symptoms of depression in Chinese adolescents. These findings suggest that resilience may be a protective factor against mental health problems.

Stdies have also explored the relationship between resilience and physical health. For instance, Huang et al. (2019) found that higher resilience was associated with lower levels of perceived stress among Chinese nurses. Additionally, Shi et al. (2021) found that resilience was positively related to physical activity participation and health-related quality of life among cancer survivors. These studies indicate that resilience may have a positive impact on physical health outcomes for lecturers in higher institutions.

Research has also focused on the role of social support in resilience and wellbeing. For example, Park et al. (2016) found that social support mediated the relationship between resilience and happiness among Korean adults. Similarly, Davies et al. (2020) found that social support moderated the relationship between adverse childhood experiences and mental health among college students. These studies suggest that social support may enhance the relationship between resilience and wellbeing among university lecturers.

Despite empirical studies supporting Mindfulness-based intervention in educational settings, there are limited studies focused on economic-based interventions in the system. Additionally, it is important to examine both the economic and mindfulness-based interventions in influencing the Lecturers' resilience and wellbeing.

2.3 Economic-based intervention and wellbeing

Economic wellbeing means lecturers' have their most basic survival needs met and have sustainable income and assets so they can prosper. During and after crises, lecturers' may be forced to make short-term decisions to survive- such as pulling children out of school to work- that will have long-term negative consequences. In such cases, economic intervention can be employed. This is aimed at a variety of political or economic objectives, including but not limited to promoting economic growth, increasing employment, raising wages, raising or reducing prices, reducing income inequality, managing the money supply and interest rates or increasing profits.

Onuorah, Okeke, &Ikechukwu (2019) in their study title "Compensation Management and Lecturers' Performance in Nigeria to examine the influence of performance-based compensation, competency-based-compensation and equity based-compensation on lecturers' performance. The study was anchored on Human Capital Theory and Expectancy Theory. The study adopted a descriptive survey research design which was carried out in Anambra State. Structured questionnaire was used in collecting data. In analysing the data for the null hypotheses, Z-test was used to test the hypotheses at 0.05 level of significance. The result of the study showed that equity-based compensation has no negative significance effect on lecturers' performance in Nigeria university while competency-based compensation has no negative significance effect on lecturers' performance in Nigeria university. Similarly, the study found that performance-based compensation has no negative significance effect on

lecturers' performance in Nigeria university. With the result, the authors concluded that compensation management has significance effect on lecturers' performance in Nigeria university. The study recommends that equity-based compensation should be made compulsory by every university. This is because equity-based compensation is used more broadly in firms to ensure maximum performance. Furthermore, every university should formulate competency-based compensation policy. Stressing that the only thing that guarantees a higher and better wage package for the lecturers' is how well they perform and their contribution to the university.

Spreitzer (2005) in his conceptual research explain that quality connections to others at work in a climate of trust and respect is integrally related to lecturers' wellbeing as it enables growth and thriving. Individuals are more engaged at work when their leader cares about them as a person. Social well-being includes satisfaction with peers as well as satisfaction and exchange relationships with leaders. Another relevant construct is social support having two main dimensions such as emotional support and instrumental support. Giving as well receiving social support is a predictor of wellbeing. An additional aspect of social well-being at work might include feelings of belonging to and being embedded in work communities, be the teams or the whole university.

Sheridan (1993) in his study titled University culture and lecturers' retention argued that the variation in lecturers' resilience and retention across universities may be related to University culture values. The author proposed that an university's cultural values influences its human resource strategies, including selection and placement policies, promotion and development procedures, and reward systems. Using primary data from questionnaire, the author found a positive relationship between university culture and lecturers' retention.

The purpose of the study by Maarjtje (2009) in ensuring lecturers' satisfaction and wellbeing in new office-toolkit is to present a toolkit to measure lecturers' satisfaction and perceived labour productivity as affected by different workplace strategies. Questionnaire was used for data collection. The data from the case studies and cross case analyses was used to explore and test hypotheses about the best possible fit between lecturers', process and place. The author concluded that satisfaction about the working environment has a fairly limited effect on the perceived productivity, the result show that lecturers' retention factors such as (proper leadership, training and development, good work environment, work-life balance, participation in decision promotion and opportunity for growth, reward and recognition, compensation) exist in the university, it will not only help to attract new lecturers' into the university but will also lead to the retention of the existing lecturers' into the university.

Currie (2001) views lecturers' wellbeing at work as the bodily and intellectual wellbeing of the staff. This is stated in the author's work titled Managing lecturers' well-being. The author stated that workers should be working in a stress-free atmosphere. Vigorous universities are perilous for existence in this competitive international business environment. The result of his study using a questionnaire and interview method showed that there is no relationship between workers' wellbeing and the university management. The author stated that in the cause of upgrading workers' wellbeing, lecturers' are indirectly stressed to put in more labour which will in turn cause fatigue.

Alongside that, Veldhoven (2005) in his research titled the relationship between work characteristics, mindfulness and lecturers' health and well-being: how much complexity do we really need? The study made use of descriptive and analytical statistics to analyse the hypotheses. The result of the study showed that human resource practices have negative impact on the lecturers' well-being due to high work load pressure, job strain, emotional exhaustion, work intensification etc.

The paper by Altinkemer, Chaturyedi and Kondareddy (1998) provides an empirical validation of some of the suggestions and prescriptions in the business process re-engineering 'critical success factors/pitfall' literature, through a content analysis of the annual reports of many companies that have reported successful reengineering projects. The results of this analysis suggest that many companies were not implementing Business Process Re-engineering (BPR) alone, but as one of the component of a set of change approaches that include strategic rethinking of business direction and less radical process improvement. This suggests that, at the university level, BPR should not be evaluated alone but as a part of a 'strategic change set'. This study also presents an exploratory longitudinal analysis of firm performance measures to see the value created by BPR to universities. The main idea was to see the effect of process change on productivity measures like sales by lecturers' and financial performance measures like revenue growth. The findings from the analysis show that process change seems to be correlated with the productivity measure sales by lecturers', but its effect on the other financial performance measures is not evident. This suggests the need for universities to focus more deliberately on the effect of process change on these measures, and integrate BPR with other change approaches and move towards a continuous change paradigm.

Dulebohna, Molloya, Pichlera and Murray (2009) in their study titled "lecturers' benefits: literature review and emerging issues" noted that the lack of human resource management research on lecturers' benefits, which is surprising because employer-sponsored benefits are a primary concern of officials and lecturers' alike. They added that benefits provide a unique opportunity to examine essential theoretical and empirical questions about lecturers' behaviour and modern employment relationships. The insinuations of lecturers' benefit decisions are among the most pertinent for enduring economical competition in the labour market. In conclusion they stated that from a total benefit viewpoint, indirect reward or benefits plays a significant influence in the desirability and maintenance of employees'.

Robinson, H.S. (2006) stated that "the scale for measuring employers' benefit and wellbeing should cover both the value that is delivered to the lecturers' which may involve time, quality, performance and service, and the outcomes that arise as a result of this value proposition, such as lecturers' satisfaction and market share. The internal process perspective focuses on all the activities and key processes required in order for the company to excel at providing the value expected by the customers. The clusters for the internal process perspective are operations management (by improving asset utilization, supply chain management), customer management (by expanding and deepening relations), innovation (by new products and services) and regulatory and social (by establishing good relations with external stakeholders). The innovation and learning perspective focuses on the intangible assets of an university mainly on the internal skills and capabilities that are required to support the value creating internal processes. The result of the study using a questionnaire base and interview method show that there is a positive and statistically significant relationship between lecturers' satisfaction at workplace and their benefit as well as wellbeing.

For lecturers in Nigeria, the level of mindfulness and resilience has grown below expectations due to the low level of renumeration couple with the stress and work load attributed. Moreso, Khan et al (2016) opined that the cost and effectiveness of a mental wellbeing intervention can be affected by many factors. For example, the market sector, lecturers' characteristics, the number of lecturers' receiving the intervention, the type of intervention and factors external to the workplace. The NICE scope used by the authors allowed for a large range of interventions.

On exploring the economics of public health intervention scale-up, which looks into mindfulness and wellbeing among adolescent in Australia, Brown, Tran, Williams, Laws and Moodie (2022) stated

that the cost and benefits of an intervention within the intervention testing phase may differ from those experienced when that intervention is implemented and delivered at scale. Employing a cluster randomised controlled trial, aiming to deliver universal education about healthy nutrition, physical activity and wellbeing behaviours to adolescent in Australian secondary schools. The study finds out that related refrains that may have an effect on intervention execution and scale which included acceptability across all school sectors, availability and reliability of IT infrastructure for intervention delivery and disparities in population characteristics.

2.4 Theoretical Framework

Several theories that explain lecturers' benefit and wellbeing have been developed over time. However, lecturers' wellbeing arises from two important different forms of reward and benefits. The first is monetary reward and second is non-monetary reward. Thus, both lecturers' and the management of an university stand the chance of building a strong and viable relationship if the wellbeing of the lecturers' is pertinent. It should however be noted that there are several theories and models that have been used in different studies which are related to lecturers' benefit and wellbeing. But in this study, we shall discuss one of the approaches which would serve as the basis for anchoring the work on

Equity Theory

In 1963 Adams propounded a theory known as the Equity theory. This theory states that the perception of what workers contributes to the organisation, in relation with what they get in return, and how the ratio of their return-contribution compares to those who are both within and outside the organisation, would define how reasonable they see their employment relationship. Furthermore, when employers perceive any form of unfairness, it would be more certain and would be expected of them to take reasonable actions to restore equity in such identified organisation. Actions such as quitting, strike or lack of cooperation is not healthy, useful and detrimental to the growth of the university.

3.0 Methodology

3.1 Research Design

In an attempt to address the objectives of the study, the study used descriptive survey design method. This method is preferred because it allows for prudent comparison of the research findings, and because data was collected directly from the participants. Survey research is the systematic gathering of information from the participants for the purpose of understanding and/or predicting some aspect of the behaviour of the population of interest.

A descriptive survey was used to ensure complete description of a situation making sure that there was minimum bias in the collection of data thus reducing error in interpreting data. According to Christensen, Johnson, and Turner (2019), the quantitative research design is the strategy for gathering information from the study participants in a numerical format, Idowu, Ifedayo, and Idowu (2020). The type of quantitative research design adopted for this study is the descriptive survey design that helps the researchers to gather data from a cross- section of the target population about an existing phenomenon (Leedy & Ormrod, 2001). This design is used because no attempt is made to manipulate any of the variables in this research; they are represented as they exist among the participants in this study.

The survey-based quantitative case study is associated with a deductive approach. A deductive approach occurs when the conclusion is logically derived from a set of premises, the conclusion being true when all premises are true (Ketokivi & Mantere, 2010). Firstly, it is a case study concentrating on lecturers'. Secondly, the study collected primary data by means of a survey approach by developing a questionnaire. The method permits gathering of data from the respondent in natural settings resulting in

description of the data whether in words, charts or tables. These methods give the researcher a comprehensive picture of the variable relationship, since the method can give accurate measurements and statistical inferences.

Questionnaire was also considered as one of the most suitable tools for data collections. A questionnaire was designed to gather the data for the study.

3.2 Study area

The study was carried out in the eastern and southern political zones in nigeria. From the South, University of Calabar in Calabar and Cross River State University in Calabar, while from the East, Chukwemeka Odumegu Ojukwu University and Nnamdi Azikiwe University both in Awka, Nigeria were used for the study. The study however made an attempt at covering randomly selected lecturers in the study area. The area of study was purposively selected because it is the closest to the researchers and as a result of proximity of the researchers to be able to cover as much lecturers within their reach. This is so as to have a fair result.

3.3 Population of the study

The population of this study consists of 3600 lecturers in both University of Calabar, Cross River State University in Calabar, Chukwemeka Odumegu Ojukwu University in Awka and Nnamdi Azikiwe University in Awka Nigeria. A total of 360 questionnaires was distributed among the different selected university.which the participants were drawn from the population using a multi-stage random sampling technique. The sample size was calculated by applying the formula of Yamane (1973) with 95 per cent confidence level, which is given below:

$n = \frac{N}{1+N(e)^2}$

where:

n = Sample size

N = Population size

e = error margin (alpha value)

$n = \frac{3600}{1+3600(0.05)^2}$

$n = \frac{3600}{1+3600(0.0025)}$

$n = \frac{3600}{1+9}$

$n = \frac{3600}{10}$

n = 360

3.4 Sampling procedures and sample size determination

Ngechu (2004) underscores the importance of selecting a representative sample through making a sampling frame. A list of all the departments situated in the study areas was obtained from the school's management. Of those selected, proportional allocation was used to determine the number of respondents required from each University. Though it is envisaged that the lecturers be used. Stratified proportionate random sampling technique would be used to select the sample.

According to Babbie (2010) stratified proportionate random sampling technique produce estimates of overall population parameters with greater precision and ensures a more representative

sample derived from a relatively homogeneous population. Stratification aims to reduce standard error by providing some control over variance. From each stratum the study used simple random sampling to select respondents by taking 30% of each category. Statistically, in order for generalization to take place, a sample of at least 30 elements (respondents) must exist (Cooper and Schindler, 2003). Mugenda and Mugenda (2003) argue that if well chosen, samples of about 10% of a population can often give good reliability. The method used to get the minimum sample size for this study was determined using the Leslie formula for study population <10,000.

In addition, the population was divided into distinct groups bearing distinct characteristics. From each stratum, the respondents for the questionnaires was selected. The formula for descriptive study for populations less than 10,000 (Cochrane, 1963) was used as a confirmation for the population size to be used with p as 71.0 per cent. This is the proportion of lecturers' that were ready to go through the training. 1.96 representing a 95percent confidence interval, a desired precision of 10 percent, and a 10 percent non-response rate. At the end of the sampling, 222 respondents were finally selected.

3.5 Research Instrument

The study makes use of closed-ended questionnaires consisting of two sections as a primary data collection instrument. The questionnaires adopted are the Demographic Data Inventory (DDI), the Career Choice Scale (CCS) and the Support, Interference, and Lack of Engagement Scale (SIL). The 10-item DDI is designed by the researchers and has been used to gather data on some of the demographic characteristics of respondents such as school name, department, gender, age, number of years lecturing, area of specialization, educational qualifications, socio-economic status. The CCS was adapted by the researchers from the CDS (Meyer & Winer, 1993), a 4-point Likert-type instrument with 15 items, to measure mindfulness which is the key intervention which involves training participants to cultivate awareness and acceptance, resilience which involves ability of the participants to adapt and cope with stress in their professional and personal lives, emotional regulation which involves the ability of participants to manage and regulate their emotions effectively and focus which measures participants' ability to concentrate on their tasks and maintain attention in the presence. The SIL Scale was developed by Boerchi and Tagliabue (2018) to measure lecturers' perceptions of their ability to concentrate on their tasks and maintain attention in the present moment. The SIL Scale consists of six items, to measure salary and compensation, workload and job security, professional development opportunities, access to resources, autonomy and support, recognition and reward also in a 4-point Likert-type format with responses ranging from 1 = Strongly disagree, 2 = Disagree, 3= Agree, to 4 = Strongly agree.

3.6 Sources of data and data collection

Two groups were formed, the intervention group which receive a mindfulness-based training program, while the control group received a waitlist intervention. Surveys measuring well-being and resilience were administered before and after the training program (intervention group) and at corresponding points for the control group.

The study used primary sources to collect data from 360 lecturers. Structured questionnaire was used in the collection of primary data through self-administered or face to face with the respondents. This was done by handing it to them personally.

For self-administered questionnaires, the study used the open-ended questions which addressed the essential concepts, processes as well as those issues that the study wished to get in- depth explanations from the respondents.

Questionnaires was used as appropriate research tools to reveal sensitive issues which respondents would otherwise feel uncomfortable to talk about in an interview. A pre-test survey was

conducted in order to evaluate the validity and reliability of the questionnaire. This approach to data collection is consistent with the recommendation by (Cooper and Schindler, 2003).

3.7 Validity and reliability of instrument

3.7.1 Validity of the Instrument

In a research, validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). It basically means "measure what is intended to be measured" (Field, 2005). Validity is concerned with the degree or extent to which a research instrument measures what it is designed to measure. The validity test used in this research is the Content Validity. Content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. The validation of the content, which plays a fundamental part in developing any new instrument, provides proof that an instrument is valid by analyzing how far the instrument measures the targeted building. This enables the instrument to be used to make meaningful and appropriate inferences and decisions from the instrument scores given the assessment purpose.

To ensure that the questionnaire measures what it is supposed to be measuring, a copy of the questionnaire, with a copy of the study containing statement of the problem, purpose of the study, research questions and hypotheses was sent out to some experts in the field who looked at it to check the face validity by ensuring all words and items that will not confuse the respondent filling the questionnaire or one that has to do with the instrument are changed or removed. They also checked the content validity to ensure that the instrument contain the major if not all the aspect of the subject that should be included in the questionnaire.

3.7.2 Reliability of the Instrument

Reliability of a test instrument in simple terms, is the degree to which research method produces stable and consistent results. It is the ability to produce similar results when repeated measurements are made under identical conditions (Bordens & Abbot, 2002). A specific measure is considered to be reliable if its application on the same object of measurement number of times produces the same results. Reliability is sometimes called the retest reliability. It measures test consistency over time. The same questionnaire was given to the same respondent at different times. This is done so as to see if the scores are the same. Test-retest reliability coefficients also called coefficients of stability vary between 0 and 1; where: 1 = perfect; ≥ 0.9 = excellent; ≥ 0.8 <0.9 = good; ≥ 0.7 < 0.8 = acceptable; ≥ 0.6 < 0.7 = questionable; ≥ 0.5 < 0.6 = poor; < 0.5 = unacceptable; 0 =no reliability.

The reliability for the research study was determined using the test re- test method. The data generated was then correlated using the Spearman Rank Order correlation formula. Cronbach's alpha test was used to measure the reliability of the data. Cronbach's alpha coefficient is the famous test to check the item consistency.

3.8 Method of Data Analysis

Data was analysed using both descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS V26) is favored because of the quantitative nature of the data to be used in the data analysis. Inferential statistics to assess pre-post intervention changes within the intervention group compared to the control group were also used. These descriptive statistical tools were helpful to the study to describe the data and the features of data that is of interest.

In addition to the study, the study use Karl Pearson's product moment correlation analysis to assess the relationship between the variables. This is because correlation analysis illustrates both the direction and strength of the relationship between the variables (Malhotra and Peterson, 2006). This

helped the researchers to make inferences through systematic and objective identification of specific characteristics of the data. This is consistent with what (Mugenda and Mugenda, 1999) suggest.

The Z-test was used in analyzing the data that were generated with the questionnaire to test the hypothesis; it is a statistical tool that would be used to test the impact of one event over another.

$$\frac{Z_0 = (x - y)}{\frac{S_1^2 + S_2^2}{n1 + n2}}$$

The scale shall be calculated using the formula below.

$X = \frac{FX}{N}$

Where X = 5+4+3+2+1 = 15, N = 5

$\frac{15}{5} = 3$

Decision Rule: Any item that has a response of 3.0 and above is to be accepted or agreed upon while any response with a mean score below 3.0 is to be rejected or disagreed upon.

3.9 Limitations of the study

The constraints of this study may be attributed to:

1. Inherent limitations of the analytical method of gathering information such as the un-cooperative attitude of the respondents.
2.. The researchers were also faced with time constraint which involved appropriating time between writing the paper as well as meeting their social needs.

4.0 Findings, analysis of results and discussion

4.1 Statistical/Data Presentation of Demographic Data

Table 1: **Key personal demographics and university characteristics**

Group	**Weighted % (^)**
Type of university	
A commission/not for profit university	4
"Sector	Education
Gender	
Male	214
Female	146
Age	
25-34	22
35-44	179
45-54	54
55+	37
Hours worked per week	
Less than 35 (part-time)	29
35 or more (full-time)	70

Source: Author's computation (2024)

Base: All lecturers' (unweight 360; weighted 360).

Note: Some percentages do not add up to 100. This is due to some respondents being unable or unwilling to classify themselves and/ or due to rounding. The data were weighted to correct for probability of selection and to be representative of lecturers in the commission".

General health and well-being

90% of respondents said their general health was either very good or fairly good, 30% of respondents said their life outside work was not at all stressful, whilst just over four in ten (44%) described it as mildly stressful. Respondents overall well-being was assessed using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). Across the sample, the average well-being score was 26 out of 35. Broadly speaking, as many lecturers sat above the average score as sat below it, so there was not a situation in which a few lecturers had exceptionally high or low well-being scores.

Pay and future plans

93% agreed that they were not satisfied with the pay and benefits they received in their job, and those in the top income brackets tended towards higher levels of agreement. Retention was assessed in terms of whether or not the lecturers had thought about leaving their employer in the past year: 40% of respondents had never thought of doing so. 13 % of respondents thought that losing their current job in the next 12 months was very unlikely; most of the lecturers' intended to retire from paid work between the ages of 65 and 70.

Sickness and sick pay

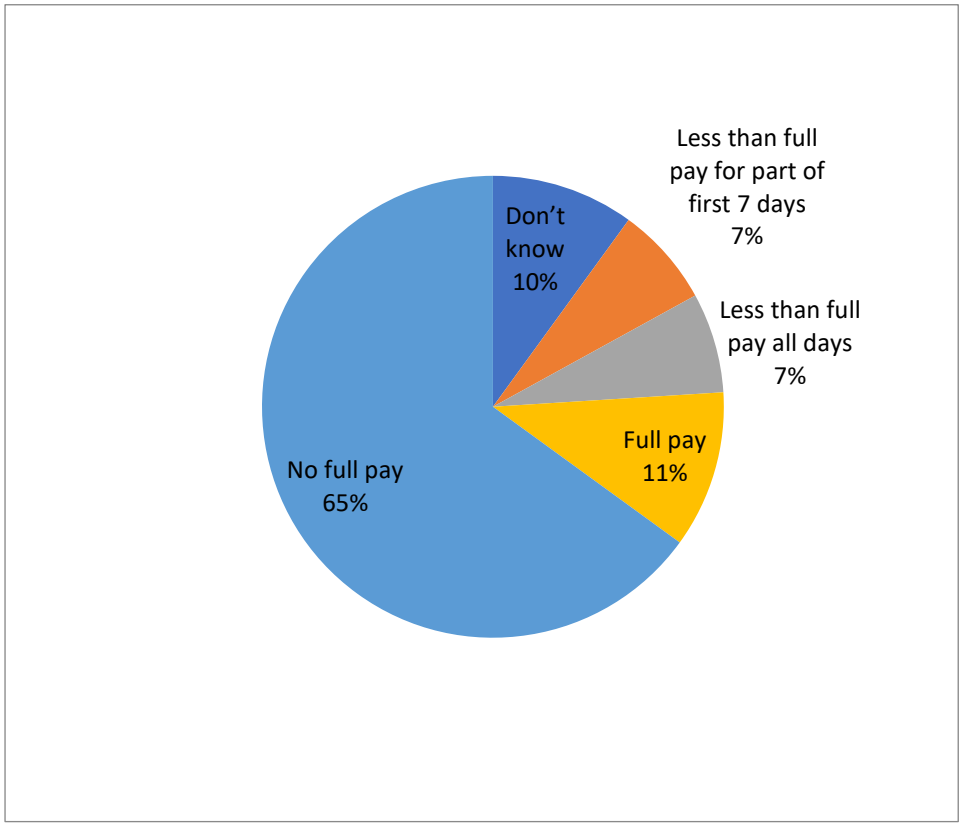


Figure 1: **sick pay**

Source: Author's computation (2024)

Figure 1 above shows that 44% of respondents said that they had gone to work in the past 12 months when, in their opinion, they should have taken sick leave, which could be considered evidence of 'presentee-ism'. On average, respondents had gone to work on two days in the past 12 months when, in their opinion, they were really too sick to do so. 48% of respondents had taken some sick leave in the last 12 months; the average number of days' sick leave was 4.9 days. In terms of sick pay, all respondents were asked about pay arrangements in the first 7 days of absence due to sickness, regardless of whether they had taken any sick leave in the past year.

It is worth noting that at the time of this study, employers were legally required to pay Statutory Sick Pay (SSP) as a minimum to their workforce as long as lecturers met certain eligibility criteria and qualifying conditions. As shown in Figure 1 above, 10% of lecturers did not know their university's policy and this was more likely to be the case among the youngest respondents: 18% of those aged 18-24 gave this response compared with 9% of those aged 25+. 65%of lecturers were paid at the normal rate for all seven days, 7% were paid at a lower-than-normal rate for the whole of the period, whilst a further 7% were paid at a lower rate than normal for a part of that period. 11% of respondents reported that they did not get paid at all when they were off sick. This may have been because the lecturers did not meet the eligibility criteria or qualifying conditions. However, 65% of all respondents stated that sick pay was paid at their normal rate of pay during their first seven days of absence, but 10% did not know the commission's policy on sick pay.

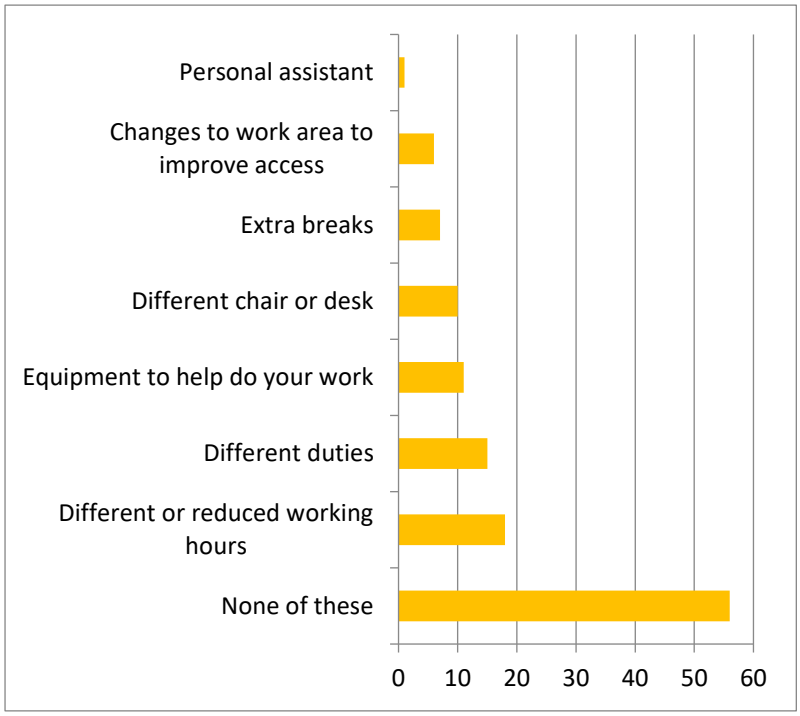


FIG. 2: Adjustments ever made or offered by employer to help lecturers' with sick leave do their jobs (% of respondents)
Source: Author's computation (2024)

4.1.2 Provision of health and well-being initiatives or benefits at work

Table 2: "**Provision of health and well-being initiatives or benefits**

		University size			
	Total	Junior lecturers (64)	Senior lecturers (189)	Professors (102)	Management (5)
	%	%	%	%	%
More than 30 days' holiday	84	69	85	86	91
Pension scheme	70	35	66	72	87
Training in injury prevention	51	32	43	49	61
Work area assessments and Adjustments	48	26	39	51	59
Counselling/other lecturers' assistance programme	40	11	26	38	55
Access to occupational health services	38	10	27	36	52
Subsidised canteen or restaurant	33	15	23	28	44
Stress management support or advice	32	11	17	26	45
Healthy food choices	29	12	27	22	38
Health screening or health checks	24	5	11	33	34
Private medical insurance	23	11	25	31	28
Loan	22	6	15	21	30
Free health advice/events about healthy lifestyles	20	5	9	19	28
Measures to encourage running, cycling, walking, etc	18	4	14	13	26
Schemes to undertake voluntary work in work time	14	4	8	11	19
Weight loss/management advice or Programmes	9	3	5	6	14
Fitness classes at work	9	3	4	8	12"

Source: Author's computation (2024)

Table 3: "Average number of health and well-being initiatives provided

	Base (unweighted)	Average (mean) number of initiatives provided out of 20
Total	360	9
Junior lecturers	64	3
Senior lecturers	189	5
Professorial level	102	7
Management staff	5	1

Source: Author's computation (2024)

Table 3 shows that small sample sizes prevented detailed analysis at an individual initiative level so a summary measure was calculated to demonstrate the general patterns in the data, namely the average number of initiatives provided out of the 20 shown to respondents.

From a list of twenty support measures incorporating the whole spectrum of initiatives designed to promote worker safety, healthy lifestyles and well-being, those most commonly cited as being provided by the commission in the last 12 months were more than 20 days' holiday and an employer pension scheme, cited by 84% and 70% of respondents respectively. Considering only those respondents who were eligible to take up an initiative or benefit, those most commonly used in the last 12 months were: subsidised canteens or restaurants, healthy food choices and lecturers' pension schemes. It is important to remember that not all initiatives and benefits would have been applicable or useful to all lecturers (e.g. programmes to help lecturers give up smoking, weight management programmes, etc.), and, correspondingly, these had lower take up levels.

Attendance management

Attendance management was examined in terms of assisting lecturers back to work after illness or injury, or making adjustments to jobs to help lecturers stay in work. Among respondents who reported more than five days continuous sickness absence, around half (48%) had received assistance to return to work, and the most commonly identified measures were reduced working hours or days (20%), access to occupational health measures (19%) and reduced workloads (19 %).

Respondents who had experienced more than five days' continuous sick leave were asked whether their university had ever made, or offered to make, any adjustments to their job at any point, not just on their return from sick leave. 45% of respondents in this group had received or been offered adjustments to their job, and the most common measures were different or reduced working hours (18%) and different duties at work.

Stress management

32% of respondents said that stress management support or advice was provided to lecturers within the university. In terms of direct experience, around a third of respondents with a line professor (34 %) agreed that this person had talked to them about avoiding stress at work, and just under half of professors themselves (45 %) reported that they had received information, help or advice on managing stress among their lecturers.

4.1.4 Lecturers' engagement

Table 4: Levels of agreement and disagreement with statements about engagement

	Strongly Agree %	Tend to Agree %	Neither agree nor disagree %	Tend to disagree %	Strongly disagree %	All agree %	All disagree %
Proud when I tell others I am part of this university	28	37	21	9	5	65	14
Would recommend as a great place to work	27	38	17	12	6	65	18
Feel a strong personal attachment to the university	26	33	19	14	8	59	22
University motivates me to help achieve its objectives	23	42	18	12	5	65	17
University inspires me to do the best in my job	29	41	16	11	4	69	15

Base: All (unweighted: 360).

Source: Author's computation (2024)

Note: Percentages in table are row percentages; individual percentages may not tally with grouped figures due to rounding".

Table 4.1.4 shows the different level of percentage on how the respondents voted with if they agreed or disagreed with a statement.

Relationships at work and work culture

Most respondents were positive about their relationships with colleagues; High levels of positive feeling were recorded for relationships with professors (70 % or more returned positive ratings on all but one measure). There was, however, some criticism of senior lecturers, particularly in terms of delivering on promises (47 % said they failed to do so).

In terms of university culture, respondents were most negative about statements relating to how lecturers were rewarded and developed, with 39 % saying that their university failed to reward extra effort made by staff.

4.1.5 Retirement plans

Table 5: Intended age for retirement by gender

	Total	Male	Female
	%	%	%
Under 60	12	12	12
60	22	18	26
61-64	4	4	4
65	36	39	34
Over 65	14	16	11
Don't know	12	11	14
Unweight base	360	214	146

Source: Author's computation (2024)

Respondents were asked 'Taking everything into account, at what age do you think that you personally will completely stop paid work?' 12 % didn't know when they would retire from paid work and this was far more likely to be the response among those aged 18-24 (22 % compared with 11% of those aged 25+). Notably, those aged 55 or older were no less likely than most other age groups to give a 'don't know' response; given the timings of the survey in 2009, this may reflect the reports in the media regarding changes to the state pension age, which may have resulted in some uncertainty. Most lecturers' intended to retire from paid work between the ages of 60 and 65, 22 % said they would retire at 60 (significantly more women than men gave) and 36 % said they would retire at 65. Just 14 % of respondents said they planned to retire from paid work after the age of 65.

4.1.6 Health symptoms, their causes and impacts on work

Table 6: Health symptoms experienced

	All respondents
	%
Any symptom	45
Depression, bad nerves or anxiety	10
Problems/disabilities (including arthritis or rheumatism) connected with your back or neck	9
Chest or breathing problems, asthma, bronchitis	8
Heart, blood pressure or blood circulation problems	8
Problems/disabilities (including arthritis or rheumatism) connected with your legs or feet	7
Other health problems or disabilities	7

Stomach, liver, kidney or digestive problems	6
Problems/disabilities (including arthritis or rheumatism) connected with your arms or Hands	5
Total base;	360

Note: The table displays symptoms with mentions of five percent or more.
Source: Author's computation (2024)

When presented with a list of 17 ailments, 45% of respondents said they had not suffered from any in the past 12 months. Table 6 summarises the findings and from this it is clear that the most common symptom suffered was depression/bad nerves/anxiety, mentioned by 10% of respondents. This was followed by problems/disabilities connected with the back or neck (9%), chest or breathing problems/ asthma/bronchitis (8%) and heart/blood pressure/blood circulation problems (8%)

4.1.7 Health symptoms and their relationship to work

Table 7: "Health symptoms and their relationship to work

Symptom	(varies by symptom)	Caused by work %	Made worse by work %	Unrelated to work %
Depression, bad nerves or anxiety	*195*	36	55	40
Problems/disabilities (including arthritis or rheumatism) connected with your arms or hands	*102*	25	44	50
Other health problems or disabilities	*103*	25	35	61
Problems/disabilities (including arthritis or rheumatism) connected with your legs or feet	*134*	21	33	65
Heart, blood pressure or blood circulation problems	*162*	15	25	70

Source: Author's computation (2024)

Note: Table shows row percentages. It was possible to say that a symptom was both caused by and made worse by work, so row percentages do not sum to 100 percent. Only symptoms mentioned by more than 100 respondents are shown. "Don't know" responses are not displayed in the table.

It appeared that lecturers were more likely to say that their symptom was made worse by work than to say it was caused by work. The symptoms that were most likely to be reported as being caused by work were related to mental ill health and musculoskeletal symptoms, and these findings mirrored the broad findings of the Fit3 Survey49.

Depression, bad nerves or anxiety and problems or disabilities connected with the back or neck were the symptoms most frequently cited as being caused by work (36 and 35 % respectively). Patterns of response in terms of whether these symptoms were made worse by work or unrelated to work were very similar: 55 % of those who suffered from depression, bad nerves or anxiety said that it was made worse by work (40 % said it was unrelated to work), and the same was true for 57 % of those suffering from problems connect to their back or neck (36 % said this symptom was unrelated to work).

77% of those who had suffered from any of the listed health symptoms in the past 12 months said that this was a long-term condition (34%), and the likelihood of having a long-term condition increased with age. 69% of those aged 18 to 24 with health symptoms had a long-term health condition compared with 86 % of those aged 55 or older with health symptoms. (25%) of those who had suffered from any health symptom in the past 12 months said that this had affected either the amount or the type of work they could do. Small base sizes limited the potential for subgroup analysis.

4.2 Data Analysis/Test of Hypotheses

Here data collected were presented and analysed. The results were presented in tables 8 to 11 in accordance with the research questions and hypotheses. In analyzing the data, mean ratings from 1.00-1.49 = very low; 1.50-2.49 = low, 2.50 - 3.49 = high; 3.50-4.00 = very high was applied

Hypothesis 1: Lecturers' benefit has no significance relationship with resilience and wellbeing of lecturers.

Table 8: z-test effect and mean score of lecturers' benefit significance on lecturers' resilience and wellbeing

Source variation	N	Mean	Std. Deviation	Df	z-Cal	z-Crit	Remark	Decision
Lecturers' benefit	360	3.91	0.55	360	2.97	1.96	Very high	Statistically significant

Source: Author's computation (2024)

The mean score of the relationship between lecturers' benefit on lecturers' resilience and wellbeing is 3.91 as shown above indicates that performances-based compensation on lecturers' benefits is high and has a significant relationship with lecturers' wellbeing.

The result also shows that the calculated z-value (2.90) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 360. This is an indication that the relationship between lecturers' benefit on lecturers' resilience and wellbeing is significant. The null hypothesis therefore was not rejected. Therefore, we can conclude that lecturers' benefit has significance relationship on lecturers' resilience and wellbeing.

Hypothesis 2: There is no impact of health benefit on resilience and wellbeing of lecturers in Nigeria university.

Table 9: Z-test effect and mean Score of health benefit on Lecturers' resilience and wellbeing

Source variation	N	Mean	Std. Deviation	Df	z-Cal	z-Crit	Remark	Decision
Male	214	1.93	0.44	214	2.17	1.96	Very low	Statistically significant
Female	146	1.47	0.61	146	2.52	1.96	Low	Statistically significant

Source: Author's computation (2020)

The mean score of health benefit on lecturers' wellbeing is 1.93 and 1.47 for male and female respectively. Table 9 shows that health benefits on lecturers' benefits is very low but has a statistical significant relationship with lecturers' wellbeing.

As indicated in the table above, the analysis shows that the z-cal value of 2.17 and 2.52 for male and female respectively is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (DF) 214 for male and 146 for female. This shows that the difference in the effect of health benefits on lecturers' wellbeing in Nigeria was significant. Therefore, the null hypothesis of no significant was not rejected. We can say that health benefits have significance effect on lecturers' wellbeing.

Hypothesis 3: There is no correlation between lecturers' economic benefits on lecturers' resilience and wellbeing in Nigeria.

Table 10: "z-test effect and mean score of correlation between lecturers' benefits on Lecturers' resilience and wellbeing

Source variation	N	Mean	Std. Deviation	Df	z-Cal	z-Crit	Remark	Decision	

Lecturers' benefit	360	4.01	0.55	360			Very high		

Source: Author's computation (2024)

The mean score of correlation between lecturers' benefits on Lecturers' wellbeing is 4.01 as shown in table 10 above indicates that the correlation between lecturers' benefit on lecturers' wellbeing is high and has a significant relationship.

In the above table shows that the calculated z-value (.65) is less than the critical value (1.96) at alpha level of 0.05 and degree of freedom 360. This is an indication that the correlation between lecturers' benefits on lecturers' performance in university was significant. The null hypothesis therefore was not rejected. Therefore, we conclude that there is a significant correlation between lecturers' benefits on lecturers' wellbeing.

Hypothesis 4: There is no impact of competency-based benefit on resilience and wellbeing of lecturers' in Nigeria University.

Table 11: Z-test effect and mean Score of competency-based benefit on Lecturers' resilience and wellbeing

Source variation	**N**	**Mean**	**Std. Deviation**	**df**	**z-Cal**	**z-Crit**	**Remark**	**Decision**
Competency based benefit	360	2.43	0.55	360	0.65	1.96	Low	Not significant

Source: "Authors computation (2024)

The table indicates that the correlation between competency-based benefit on lecturers' wellbeing is low but has a significant relationship.

The result shows the calculated z-value (.65) is less than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 360. This is an indication that the effect of competency-based compensation on lecturers' wellbeing was not significant. The null hypothesis therefore was not rejected. Therefore, we conclude that Competency based compensation benefits has no significance effect on lecturers' wellbeing.

Discussion of Results

From the above calculation, lecturers' economic benefits have positive and significant correlation with lecturers' resilience and wellbeing at a correlation co-efficient of 0.97. The rate of responses posted in each of the questions gave further credence to our conclusion as follows: lecturers' economic benefits have a very strong positive relationship on lecturers' resilience and wellbeing

in the university. 4% strongly disagree, 32% disagree, 4% were undecided, 40% agreed and 20% strongly agreed. The rate of Lecturers' retention in the university is high and positively correlated with the university profitability. Strongly agree 40%, Disagree 20% undecided 4%, Agree 32% and strongly agree 4%. These observations have revealed the weak and insignificant effect of lecturers' benefits practices in Nigerian Universities. The second objective which is: to ascertain the extent of correlation between lecturers' economic benefits and lecturers' resilience and wellbeing in Nigerian Universities. To further test the validity, credibility of our results, and to confirm the consistency of the response observed, the rate of responses posted in each question gave further credence to our conclusion as follows, lecturers' economic benefits does not have a significant and positive correlations with lecturers' resilience and wellbeing in the university, strongly disagree, disagree and undecided had 0% while Agree 70%, strongly agree30% responses. Lecturers' performance in the university has improved as a result of an effective and efficient lecturers' benefits. Strongly agreed 0%, agreed 0.8%, undecided 1.6% , disagree 57.6%, and strongly disagree 40%.

The study provided evidence that steps were being taken to manage stress in the workplace, both at university-wide level and at the individual level. For example, 32 % of respondents said that stress management support or advice was provided to lecturers. At the level of individual experience, 34% of respondents agreed that this person had talked to them about avoiding stress at work, and just under half of lecturers themselves (45%) reported that they had received information, help or advice on managing stress among their lecturers'.

Attendance management programmes were examined in terms of measures to support lecturers' returning to work after illness or injury and adjustments made to jobs to enable lecturers to stay in work. There was evidence that lecturers with continuous sickness absence of five or more days had received help via these support measures, and the most common interventions related to reduced working days or hours, or changed duties or workloads. In the case of return-to-work initiatives, such practices were found to be more prevalent in the commission.

5.0 Conclusion

The study investigates the impact of economic and mindfulness-based interventions for lecturers' resilience and well-being in Nigeria. From the analysis it was discovered that health benefit, competency-based compensation and performance-based compensation has significant effect on employee resilience and wellbeing in Nigeria. Therefore, the study concludes that lecturers' benefit has significance effect on lecturers' resilience and wellbeing in Nigeria.

But, there is a need for more field and/or natural experiments in real-world firm settings in order to make the business case for improving employee wellbeing clear-cut. This calls for more reliable dimension of lecturers' benefit in firms, together with wellbeing outcomes. Interventions

aimed at raising productivity should target the key drivers of resilience and wellbeing at work, such as social relationships, making jobs more interesting, and improving work-life balance (Krekel, Ward and De Neve, 2018). They should be rigorously evaluated (ideally by means of randomised controlled trials), and costs should be reported upon to identify the most cost-effective ways of raising lecturers' benefit, productivity, and ultimately, lecturers' wellbeing. Lecturers' benefit also has important implications for their resilience and wellbeing and work relationships. Satisfied and happy lecturers are more likely to trust their supervisors, comply with company rules and regulations, provide suggestions to improve the organisation, help their co-workers, and work cooperatively as a team to achieve group goals. Such behaviour contributes to a high-performing organisation that is productive and innovative, with lecturers' who are socially integrated. Therefore, it is not surprising that research has also shown that lecturers' benefit is positively associated with lecturers' resilience and wellbeing. Therefore, the study concludes that lecturers' benefit has significance effect on lecturers' resilience and wellbeing in Nigeria.

5.1 Recommendation

Taking time off helps many Nigerian workers recover from stress and experience positive effects that improve their well-being and job performance but for nearly two-thirds of working adults, the benefits of time away dissipate within a few days. The benefits of time off can be brief. When stress levels spike shortly after employees return to work, that's bad for workers and for business. Thus the study recommends suggestions to help lecturers get the most benefit out of time away and the return to work.

1. Institutions should occasionally organize a mental assessment training for lecturers' occasionally, while ensuring that the welfare package of the lecturers' are looked into so as to increase the level of their assertiveness in carrying out their duties.

2. Employers should plan ahead, develop a concrete plan for how tasks will be handled while a lecturer is out especially for health reasons or vacation. Share clear expectations on availability and responsiveness when someone is away.

3. Encourage teams to schedule vacations in advance and coordinate timing to avoid especially busy times. This helps minimize a pre-vacation scramble, work spilling over into time off and overburdening other team members who are covering for someone on vacation.

4. Ensure that management keep track of lecturers' vacation time and encourage appropriate use of time off. Make cross-training routine, so other team members can cover for co-workers who are away.

5. Measure objective factors about lecturers' working lives, e.g. whether they were offered flexible working, other benefits.

6. Explore the links between the objective and subjective measures and specific items of interest, such as mental and physical health, the incidence of sickness absence, presentism, lecturers' engagement and retention.

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