

Performance Evaluation of Part-Time Teaching and Employees' Efficiency in Tertiary Institutions in Calabar, Cross River State, Nigeria

Otosi F. Bassey¹, Faithpraise Fina O.,² and Adie A. Emmanuel³

Corresponding Author Email: ffaithpraise@unical.edu.ng

¹Department of Business Management, Faculty of management Sciences, University of Calabar. Cross River State, Nigeria. PMB 540004

²Computer Engineering. Faculty of Engineering and Technology, University of Calabar. Cross River State, Nigeria. PMB 540004

³Biomedical Engineering. Faculty of Engineering, Kampala International University Uganda

ABSTRACT

The study examines the throughput of part-time teaching and employees' efficiency based on the level of responsibilities assigned across the tertiary institutions in Calabar, using the University of Calabar, Cross River State, Nigeria, as a case study. The study adopted a descriptive survey design. The population for the study was 2154 employees of these institutions in Calabar. A sample of three hundred and thirty-seven (337) employees was drawn from the population and served as respondents to the survey. A total of 330 copies of the questionnaire were retrieved and used for analysis. Descriptive statistics were used to determine their frequencies, percentages, and central tendencies. The Pearson product moment correlation coefficient model was adopted in the data analyses, and the hypotheses were tested with a calculated R-value of 0.221*, which is greater than the critical R-value of 0.095 at a 0.05 level of significance with 328 degrees of freedom at a 0.05 degree of significance. The result shows a fluctuating throughput with respect to the number of responsibilities attached to a full-time lecturer who engages in part-time jobs within and outside the institution. The study reveals that for enhanced productivity, organizations must apply appropriate leadership styles by monitoring the level of responsibilities an individual lecturer on part-time carries, and a proper enumeration of finances should be reviewed with proper training and development to improve working conditions, commitment, and efficiency, thereby enhancing the employee's efficiency.

Keywords Efficiency, lecturer, part-time employee, and productivity measured

INTRODUCTION

Academic staff (lecturers) across the globe, specifically in the institutions across the state in Calabar, Cross River State, Nigeria, are observed performing jobs as full-time staff and at the same time assigning part-time jobs to different departments within the same institutions and sometimes across institutions, thereby having more responsibilities than the lawful assignments. The extra duties and time put in by these staff for the development of the institutions and society connote part-time work. Observationally, the institutions are somewhat understaffed with qualified personnel in some fields of study. This led to an academic staff member (a lecturer) being assigned to handle more courses and other administrative positions within and outside of the institution. It is pertinent to say that a lecturer handling more assignments in a day may be worn out or become very tired after some

hours, and the law of diminishing return may set in. This could eventually cause the personnel to be ineffective and inefficient in discharging other duties after the early hours of the day.

Lack of better pay for statutory work to equate with the assigned responsibility is a serious challenge in Nigerian tertiary institutions. To overcome the economic challenges, lecturers have engaged themselves with additional responsibilities within and outside the institutions. This could as well result in incompetence, ineffectiveness, and inefficiency in one area of engagement in services or another. It is possible to see a lecturer engaged in consultancy services, entrepreneurial services, and, at the same time, committed to societal and social issues as additional responsibilities attached by the employer and some personal engagement in order to generate extra income or revenue just to make

ends meet. This sometimes affects prompt publication results and effective commitment to research, teaching, etc. Besides a limited official statutory mandate slated from 8 a.m. to 4 p.m. daily, an additional assignment and engagement of duties could render the employee ineffective and inefficient due to fatigue.

The success of any organization to a large extent depends on the effectiveness of human capital development [1; 2;3].

It is generally observed that efficiency is a very important factor for any organization to achieve high productivity [4]. Recently, organizations had to cut costs through a reduction of employees' salaries and bonuses as a result of the financial crisis, thereby engaging more part-time employees as a cost reduction strategy, which resulted in the questioning of the efficiency of part-time employees in many organizations in Nigeria. Part-time work can be seen as the most common type of flexible working arrangement since it is a procedure where an employee is contracted to work for less pay as well as fewer hours [5]. Flexibility is applied in a shifting arrangement where a part-time employee works in shifts but remains on call while off duty and during annual leave.

The shift to part-time work is often rational, as they commonly work fewer than 30 hours per week [4].

Related works

Though many studies have been conducted to investigate the motivational status of regular employees, limited studies have addressed the efficiency status of part-time employees in Nigerian tertiary institutions. Many of such studies carried out outside Nigeria include the effect of taking paid employment during term-time on students' academic studies [6]. The impact of term-time employment on higher education students academic attainment and achievement; and Strategizing on Cost: The Effect of Part-Tim Lecturers on University Education in Kenya. The investigation on whether pupils's attainment, attitude, and self-confidence are associated with teacher beliefs, experience, school characteristics, background, and wealth was done by Humble & Dixon [7].

Performance evaluation of full-time lecturers taking part-time teaching is unique as it examines the throughput and context of part-time lecturing work and employee's efficiency in tertiary institutions in Calabar, Nigeria.

Part-time employment has become a common feature of our economies. Increasing environmental dynamics force organizations to become more flexible in order to remain competitive [8]. Firms also adjust to increase employees' preferences for a better combination of work and family life by offering and employing part-time jobs [9]. Part-time work is a widespread practice; every fourth employee in Germany, the United Kingdom, or Sweden is working part-time. [10; 11; 12] posit that part-time employees do not feel much obligation to contribute to the organization; they do not engage

beyond their duties and responsibilities. Part-time employees are employed for fixed hours every week and have the same entitlements as full-time employees, calculated on a pro-rata basis depending on the number of hours worked. Part-time employees are also entitled to notice of termination and to redundancy pay. Accordingly, Lewis [13] established that administrators usually consider full-time workers to have higher levels of commitment and job dedication than part-time employees. The regulation of part-time work is based on the principle of equal treatment between part-time and full-time workers, both in relation to hourly pay and annual leave and in relation to other kinds of non-monetary benefits. According to the Italian legislation, the reduction of working hours can occur in three ways: the horizontal model, in which the employee works all the working days with a reduction in the daily working time; the vertical model, in which the employee works full-time, but only on some days of the week, month, or year; and the mixed model, which is a combination of the horizontal and the vertical part-time model [14].

Consequently, part-time work is advantageous for organizational productivity only if the part-time work contract contains a clear and precise determination of the working time with respect to the day, week, month, and year. Working time can be made flexible through the use of 'flexible' and 'elastic clauses, which give the possibility to modify the collocation of the daily working hours in the case of horizontal part-time contracts, whereas elastic clauses can be used for extending (and not curtailing) the number of working hours in vertical part-time contracts. The procedures for the use of such clauses are provided by the law and by the sectoral labor collective agreements applied to the specific productive unit [14]. The general trend in the regulation of part-time work has been, on the one hand, in the direction of a systematic and structured discipline and also toward the attainment of greater flexibility and discretion in the signing of part-time work contracts [15].

Employees' efficiency is essential to performance, commitment, and productivity in a company. Joseph [16] postulates that an organizational reward system basically enhances employee's efficiency to the extent that it gives more opportunities for achievement, responsibility, advancement, recognition, and growth. Most of the time, organizations do very little to try to measure the efficiency of their employees. If there is a growing recognition that organizational productivity is largely attributed to employee performance, then most executives will seek creative ways to significantly improve performance by measuring employee's efficiency [15].

Performance assessment is usually measured by comparing the knowledge and skills acquired, level of responsibility, level of decision-making, impact on the end result, and job security [17]. McNamara

[15] asserts that the main purpose of evaluating employees' efficiency is to provide a rational basis for the determination and management of internal relativity between jobs and for the design of pay structure. Therefore, for an organization to accurately measure employees' efficiency, the optimal strategy is to set goals for the group as well as for each individual within the group.

This is often what occurs in effective team-building and quality circle sessions. The groups decide on a common objective, and action steps (goals) are set, showing who will do what and when. Setting goals for groups fosters a higher degree of cooperation and communication within the group when work is interdependent. As a result of this, organizational productivity improves.

Planning is another factor that helps improve employee efficiency. Planning is a vital factor that should be considered when setting group goals to achieve higher productivity.

Improved employee efficiency depends on individual motivation [18]. Motivation activates human energy. It is a force that leads people to satisfy their important needs [19].

All human behavior is directed towards a goal. Reward prompts employees to act in a certain way or develop a propensity for specific behavior [15]. Thus, organizations reward systems play a unique and significant role in enhancing employees' efficiency. These rewards include work ethics and social value, morale, social and psychological conditions of work, quality and style of supervision of management, knowledge and skills of workers, wages and salaries, and an incentive system [20]. For any new behavior to persist, it has to be consistently rewarded. Consistency and

effectiveness of rewards are functions of reinforcement. Positive reinforcement means that rewards are used to encourage people to perform in a desired manner. Peretomode and Peretomode [21] posit three necessary conditions that will successfully motivate employees to improve efficiency and attain organizational goals: rewards for the job should be known and clearly stated; rewards for a specific increase in level of performance; and rewards for desired performance. The author further asserts that to achieve the set goals, it will require a system of communication that is related to the objectives of positive reinforcement. Accurate information systems are required in order to improve performance and feedback results. In order for people to be encouraged and motivated to be productive, they must know their position. Employee performance on the job is influenced directly, positively or negatively, by the immediate supervisor. Positive influences are essential to strengthening employee commitment. Therefore, the first step in building commitment is to improve the quality of management. Youset [22]. The need to improve the education and training of the workforce is an important factor in improving employee's efficiency.

Employees appreciate getting credit when it is due. Occasions to share the successes of employees with others are almost limitless. Thus, giving employees new opportunities to perform, learn, and grow as a form of recognition and thanks is highly motivating for most employees to enhance performance.

The writer's account of evaluating organizational performance is illustrated using the conceptual model in Figure 1.

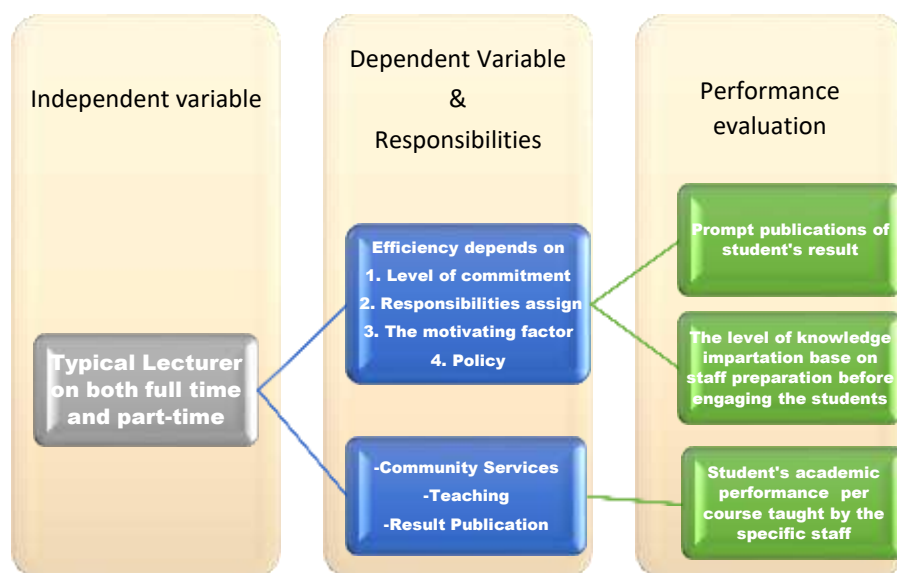


Fig. 1: Conceptual model showing the relationship between part-time work and employees' efficiency.

The conceptual model in Figure 1 describes the relationship between a lecturer's full-time undertaking of part-time work (independent

variables) and employees' efficiency (dependent variables) in a typical organization (the university). Part-time work is the independent variable that

determines the employees' (lecturers') efficiency in an organization. This implies that part-time work is a determinant of an employee's efficiency in any institution that practices this form of employee engagement, while employees' efficiency is dependent on the level of responsibilities allocated to the categories of part-time workers in the institution. This model explained that an employee's efficiency can be ascertained by a proper definition of the part-time work allocated by the institution to the staff through set rules or policies. The organization's average value added and wages on an hourly basis are dependent on part-time work. Therefore, the independent variable also measures the shares in total work hours (which means that part-time shares are measured in terms of the proportion of hours worked by part-time workers over the total number of hours worked within the organization). Efficient allocation of work hours can drive employees to work effectively to achieve results. Hence, employees' efficiency is determined by their level of commitment, the responsibilities allocated, the motivating factors (financial benefits), and the policies in place. Whereas employee performance is evaluated by measuring the frequency of turning results on time, the preparedness of lecturers before engaging students daily, and students' performance on courses handled by the part-time staff.

Design methodology

The descriptive survey design was adopted for this study. Descriptive design is a systematic method of data collection that explores relationships between dependent and independent variables. This type of research design does not establish a cause-and-effect relationship. Descriptive research design is directed towards determining the nature of a situation as it exists at the time of study. Survey design is a subtype of ex-post factor that uses a questionnaire to describe some phenomenon by way of asking questions. The study examined part-time work and employees' efficiency in tertiary institutions in Calabar, Cross River State, Nigeria, using the University of Calabar for the study.

The population of the study consists of all the lecturers who, at one point or another, performed part-time work at the various institutions across the state. The numerical value of the population is 2,154 (Unical Archives, 2017). To determine the sample size of this study scientifically and objectively, the study applies Taro Yamane's formula because the population is known. The formula is expressed as follows:

$$n = \frac{N}{1+Ne^2}$$

Where:

- n = Sample size
- N = Population
- e = Maximum acceptable error margin
- I = Constant

Therefore:

$$n = \frac{2154}{1+2154(0.05)^2}$$

$$n = 337$$

The study adopted simple random sampling technique. Staff numbers and names were collected from Registry. Specific departments of the institutions were subjected to table of random numbers to select the study's respondents of 337 lecturers from the follow faculties:

ARTS	- 48	RESPONDENTS
AGRICULTURE	- 48	
MEDICAL	- 48	
SCIENCE	- 48	
MGT. SCIENCES	- 48	
SOCIAL SCIENCES	- 48	
EDUCATION	- 48	
TOTAL	= 337	RESPONDENTS.

The experimental survey in this research employed data collection done through an oral interview and questionnaire. The questionnaire anticipated the form of individual completion and multiple-choice questions, which required respondents to tick accordingly the options they considered to be most appropriate, as illustrated in Faithpraise et al. [23]. The scoring of this instrument was based on a Likert five scale, ranging from strongly disagree (SA), disagree (D), undecided (U), agree (A), and strongly agree (SA).

Data Analysis Technique

A simple percentage was used in this survey because it shows the degree or amount of different responses from the respondents as well as the percentage representation for each group. The process of data analysis was guided by the hypotheses formulated for the study. The Pearson product moment correlation test was used to analyze the responses from the collected data, and the hypotheses were tested at the 0.05 level of significance. The formula for Pearson product moment correlation used is given as follows:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where:

- n = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

Model specification

The study adopts Ulrich model (1999), which is expressed as.

$$Y = f(X_1 X_2 X_3) \dots \dots \dots (1)$$

Where Y is employee efficiency (timeliness, quality, reward system, training and development)

- F = is a functional notation
- X₁ = teaching work in faculties /departments designated as "A"

RESULTS

The data used for the analysis were responses from respondents as analyzed from the questionnaires administered. The respondents are presented in Table 1 by their demographic information and expressed in percentages as indicated in Faithpraise et al. [23].

Table 1: Demographic information of respondents

Variable (%)		Frequency	Percentages
Gender	Male	205	51.90
	Female	125	48.10
	Total	330	100
Age	18-25	29	12.41
	26-35	127	39.75
	36-45	105	29.11
	40 above	69	18.73
	Total	330	100
Marital status	Single	26	7.88
	Married	278	84.24
	Divorced	9	2.73
	Widow/widower	17	5.15
	Total	330	100
Educational Qualification	B.Sc	29	8.78
	Masters	101	30.61
	Ph.D	200	60.61
	Total	330	100

Source: Field work, (2017)

Table 1 reveals respondents demographic information. The respondents' responses to the questionnaire reveal that 205 respondents, representing 51.90 percent, are males, while 125 respondents, representing 48.10 percent, are females. The respondents varied between ages 18 and above; the age group with the highest frequency were those between 26 and 35 years, followed by 36 and 45 years. 40 years and older is 69, representing 18.73 percent, and 18 to 25 is 26, representing 7.88 percent. A greater portion of the respondents were married, with 278 representing 84.24 percent; 9 respondents were divorced, representing 2.73 percent; and 17 were widows and widowers, representing 5.15 percent. In terms of educational qualification, a greater proportion of the sample possessed a Ph.D., with 200 respondents representing 60.61 percent, 101 respondents representing 30.61 percent holding masters, and 29 possessing a first degree, representing 8.78 percent.

Data Analysis

Here, the hypotheses of the study are restated, and the statistical analysis is carried out to test them. It is presented and interpreted. The hypotheses were at the 0.05 level of significance.

Hypothesis One

Is there a significant relationship between teaching and employees' efficiency in tertiary institutions in Calabar? The independent variable is teaching, while the dependent variable is the employee's efficiency. Pearson product moment correlation was adopted to test this hypothesis. The result in Table 2 reveals that the calculated r-value of 0.221* is greater than the critical r-value of 0.095 at the 0.05 level of significance with 328 degrees of freedom. With this result, the null hypothesis, which states that there is no significant relationship between teaching and employee efficiency in tertiary institutions in Calabar, is rejected. This implies that there is a significant relationship between teaching and employee efficiency in tertiary institutions in Calabar.

Table 2: Pearson product moment correlation coefficient analysis of the relationship between teaching and employee efficiency in tertiary institutions of Calabar, (N=330)

Variables	teaching	Employee efficiency
M	14.13	13.43
SD	2.14	2.14
$\sum x \sum y$	5426	5156
$\sum x^2 \sum y^2$	86724	71452
$\sum xy$		74102
r.value	0.221*	
Sig.	0.00	

**significant at 0.05 level, df = 328, critical r .095.

The hypothesis shows that teaching work has a significant positive relationship with employees' efficiency in institutions across the state. In support of this finding, the Briner [22] study shows that maintenance of a healthy learning environment and provision of adequate security affect employees' efficiency of part-time work in institutions. This agrees with Armstrong (2008) that the more motivated the employees are, the better their efficiency as well as organizational effectiveness. In the same vein, the finding also agrees with Peretomode and Peretomode [21] that to achieve employees' efficiency, it requires a system of communication that is related to the objectives of positive reinforcement. He added that accurate information systems are required in order to improve efficiency and feedback results. Youset [22] shows that the first step in building commitment is to improve the quality of management. He adds that the need for improving the education and training of our workforce is an important factor that should be considered, as this

will help to improve employees' efficiency. Banjoko [19] opined that people are motivated to do something if they believe it will likely bring the desired result. Thus, Thornhill [23] agrees that organizations applying appropriate leadership styles, attractive reward packages, proper training and development, and providing better work conditions can affect employee job satisfaction, commitment, and efficiency. This implies that organizational culture, to a large extent, influences employees' efficiency.

Employee's Efficiency Measurements and Analysis

To measure employees' efficiency Figures 2 to 5 x-ray the significance of a full-time lecturer undertaking part-time responsibility and its significant effect on student performance, results publication, and the level of impartation, which quantified the employee's efficiency. Table 2 illustrates the meaning of terms used in Figures 2–5 for better understanding.

Table 3: explanation and meaning of terms

Nomenclature	Meaning
U1_FPT_1	Lecturers in institution "A" assigned to teach one part-time course
U1_FPT_2	Lecturers in institution "A" assigned to teach two part-time courses
U1_FPT_3	Lecturers in institution "A" assigned to teach \geq two part-time courses with other responsibilities assigned
U12_FPT_1	Lecturers handling part time jobs across institutions "A" and "B" assigned to part time teaching of a course
U12_FPT_2	Lecturers handling part time jobs across institutions "A" and "B" assigned to teach \geq a course and other responsibilities
U1_PT_2	A part time lecturer in a particular institution "A" assigned only two courses to teach

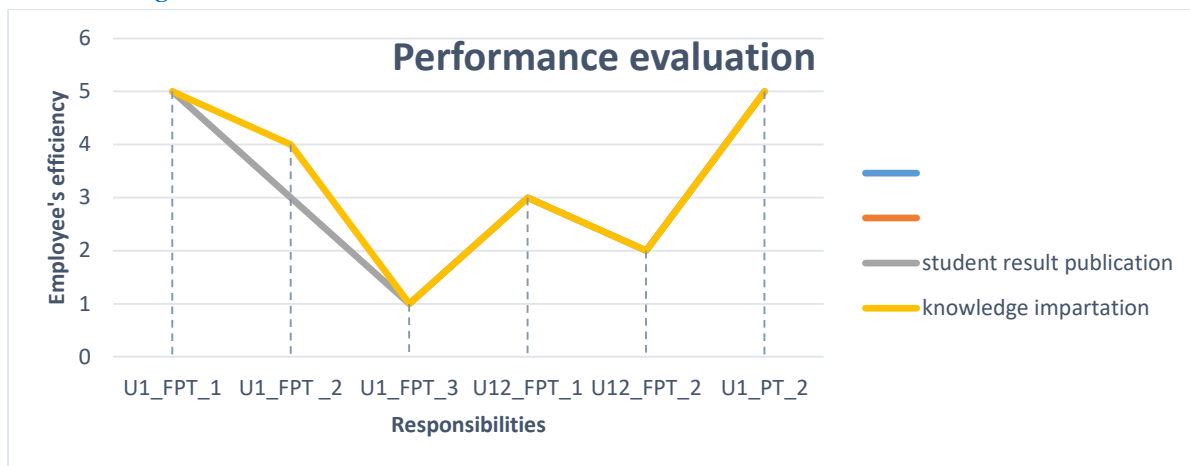


Figure 2: Performance evaluation on students understanding via knowledge impartation

The results of Figure 2 show student understanding via knowledge impartation dwindling downward the instant a full-time lecturer takes more than a course in a particular institution.

Figure 2 further examines the effect of a particular lecturer taking the same course or subject across institutions, as the trend does not show an adverse effect on students' understanding where knowledge impartation shows a significant increase but shows a serious negative effect when a full-time lecturer is

assigned to teach more than a course across institutions and still carry other responsibilities. Figure 2 further demonstrates the efficiency produced by a staff that is dedicated to part-time jobs of teaching a maximum of two courses only in a particular institution. The data shows an upward trend in the curve. Meaningful full-time concentrations with no additional load can yield greater throughputs in all aspects, as shown in Figures 3 to 5.

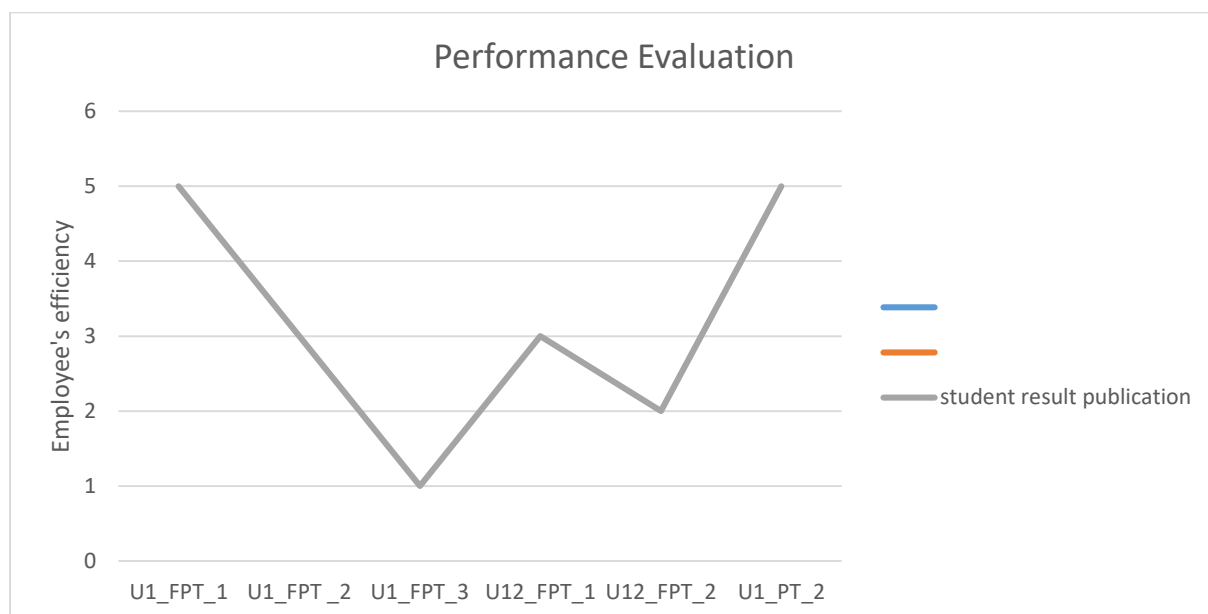


Figure 3: Performance evaluation on students' results publication

The results of Figure 3 evaluate the frequency and swiftness of publishing students' results.

The downward trend of Figure 3 shows defeat when more courses are handled within a particular

institution and between institutions by a particular lecturer as delayed in the student's results publication, which further complicates the student's academic performance.

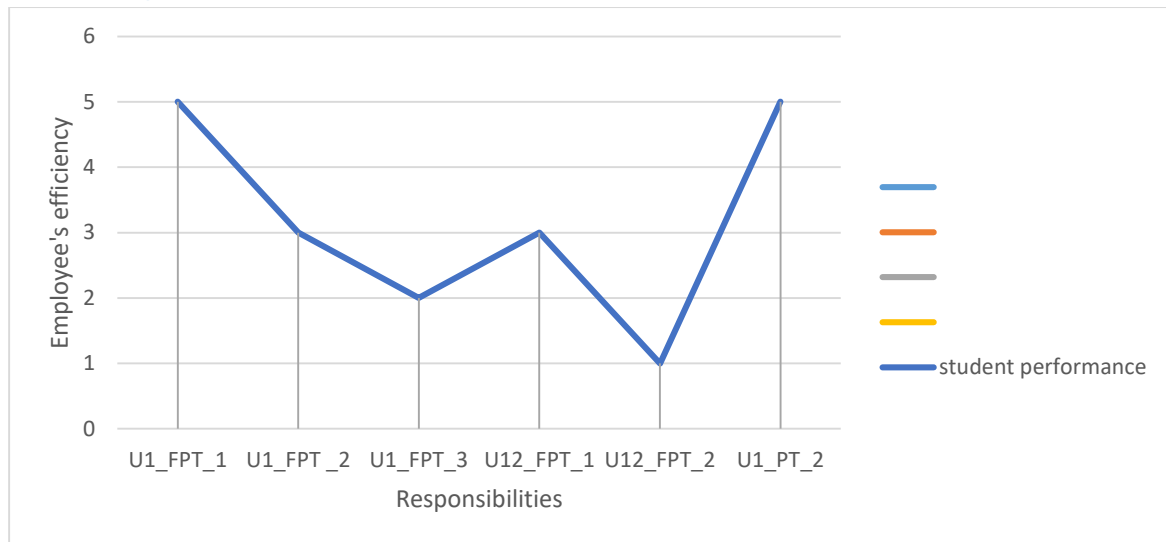


Figure 4: Performance evaluation on student's Performance

The results of Figure 4 evaluate the performance throughputs of students on specific subjects handled by these lecturers.

The inclination of Figure 4 illustrates the dwindling performance of students on courses handled by lecturers and other responsibilities between institutions.

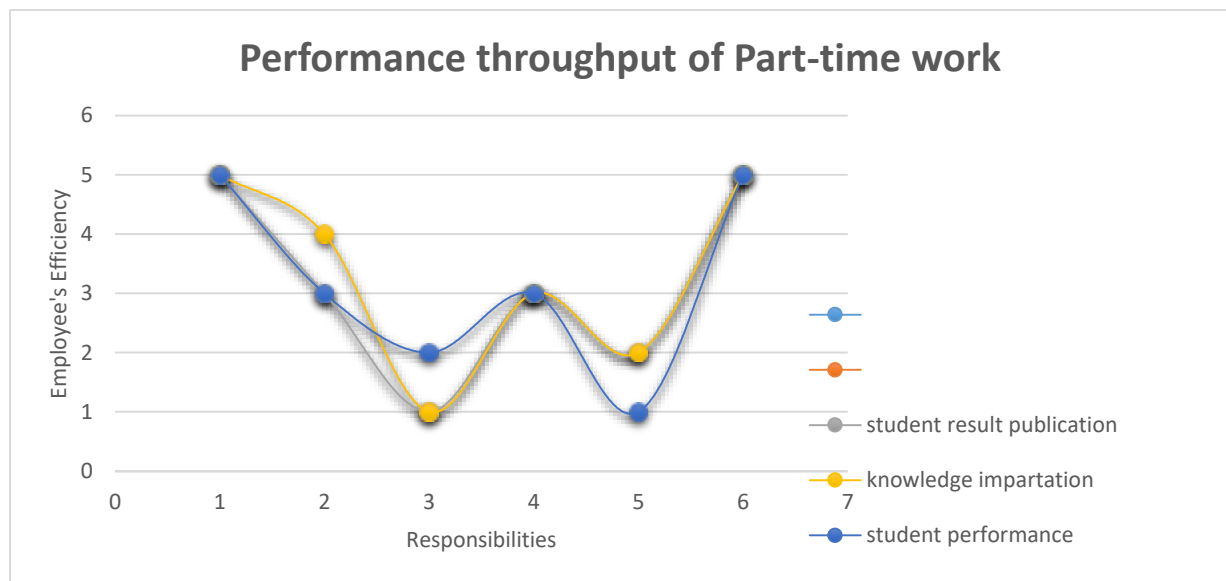


Figure 5: the Performance throughput base on assigned responsibilities

Figure 5 evaluates the performance throughputs of part-time work based on the assigned responsibilities handled by the lecturers in questions. The graph in Figure 5 illustrates that an employee's efficiency is directly dependent on the volume of responsibilities assigned, which is inversely proportional to knowledge impartation, student results, publication, and finally, the

student's performance, which is the measure of the employee's efficiency.

The results showed the possibility of measuring employee's efficiency through performance evaluations of both staff and students involved. For instance, Figure 1 evaluates the performance of students via their understanding and knowledge imparted by the different classes of part-time lecturers. As illustrated in Figure 1 and Table 2.

CONCLUSION

To a large extent, the ability of an organization to achieve its stated goals and objectives depends on an effective reward system, training and development of employees, regular attendance of employees to work, a good and enabling work environment, etc.

Organizations applying appropriate leadership styles, attractive reward packages, proper training and development, and providing better work conditions have an impact on employee job satisfaction, commitment, and efficiency. Thus,

attracting, retaining, and developing skilled and highly motivated personnel will not only bring much wider variety and diversity into the higher education scene but also contribute meaningfully to increased employees' efficiency, greater innovation, technology transfer, and international competitiveness. The issue of part-time work cannot be overemphasized because of its impact on employees' efficiency. Therefore, effective implementation of a reward system would aid in stabilizing and retaining employees, as well as help in reducing labor turnover in an organization and, as such, enhance employees' efficiency.

Employees' ability to meet specified standards measures how efficient they are in the use of resources. When tertiary institutions adopt the best practices and best fit theory—hire and employ quality employees with the right skills, knowledge, attitude, etc.—they will certainly improve the efficiency of their employees. Also, when employees are given sufficient and relevant training, it gets them developed, makes them efficient at work, and renders quality service that would increase organizational performance. In addition, the training and development of individuals give rise to a renewed mind and introduce employees to new technologies or discoveries that could add value to organizational growth.

REFERENCES

1. Hashim, J. (2009). Islamic revival in human resource management practices among selected Islamic organisations in Malaysia. *International Journal of Islamic and Middle Eastern Finance and Management*, 2 (3), 251-267.
2. Khan, A. A. & Taher, M. A. (2009). *Human resource management and industrial relations*, (3rd ed). Dhaka: Abir Publication
3. Refika B. A. Z. Ö, Müge L. Y., & Arif N. G. (2016). Development process in higher education: The Case of Marmara University. *Procedia - Social and Behavioral Sciences* 235, 36– 45
4. Borisade, A. B. (2002). *Address delivered at the National Open University course materials development meeting*. Lokoja, Nigeria.
5. Vaalavuo, M. (2016). *Part time work: A divided Europe*. Retrieved from www.billionphoto.com/shutterstock. March, 2017
6. Curtis, S., & Williams, J. (2002). The reluctance workforce: Undergraduates part-time employment. *Education and Training*, 44(1), 5-10
7. Humble, S., & Dixon P. (2017). The effects of schooling, family and poverty on children's attainment, potential and confidence—evidence from kinondoni, Dar Es Salaam, Tanzania. *International Journal of Educational Research* 83 (2017) 94–106
8. Valverde, M., Tregaskis, O.; & Brewster, C. (2000). Labor flexibility and firm performance. *International Advances in Economic Research*, 6(4), 649-661.
9. DenDulk, L., Groeneveld, S., Ollier-Malaterre, A., & Valcour, M. (2013). National context in work life research: A multi-level cross-national analysis of the adoption of workplace work-life arrangements in Europe. *European Management Journal*, 31(5), 478-494.
10. Katz, L. (1987). Efficiency wage theories: A partial evaluation, in S. Fischer ed., *NBER Macroeconomics Annual*, Cambridge: MA, MIT Press.
11. Alexandrov, A., Babakus, E. & Yavas, U. (2007). The effects of perceived management concern for frontline employees and customers on turnover intentions. *Journal of Service Research*, 9(4), 356-371
12. Martin, J. E., & Sinclair, R. R. (2007). A typology of the part-time workforce: Differences on job attitudes and turnover, *Journal of Occupational and Organizational Psychology*, 80, 310-319.
13. Lewis, S. (2003). Flexible working arrangements: Implementation, outcomes and management. *International Review of Industrial and Organizational Psychology*, 18, 1-28.
14. Booth, A. & Margi W. (2008). Back-to-front down-under? Part-time and full-time wage differentials in Australia. *Industrial Relations*, 47 (1), 114-135.
15. Jimgris, S. (2007). Employee performance. *Wall Street Journal of Management*, 2(1), 17-26.

Finally, the analysis from the figures illustrates that an employee's efficiency is directly dependent on the volume of responsibilities assigned, which is inversely proportional to knowledge impartation, student results publication, and finally, the student's performance, which is to a certain degree the measure of the employee's efficiency.

Recommendations

This study made the following recommendations based on the findings:

Institutions should encourage feedback mechanisms from students and put in place policies that reward good performance and punish or discipline poor performance. This will help employees be motivated to improve efficiency. Also, more attention should be focused on how to improve part-time work for lecturers and full-time work to enhance employees' efficiency by scheduling and monitoring the number of courses to be handled and the number of assigned responsibilities, as it greatly affects student's performance. This study can be extended to other tertiary institutions and both public and private organizations in Nigeria at large. The replication of this study should be carried out on the variables that influence employee efficiency, such as employees' attitude to work, skills and ability to understand the tasks, environment, reward system, etc.

16. Joseph, O. B. (2014). Effectiveness of performance appraisal as a tool to measure employee productivity in organisations. *Journal of Public Administration and Governance*, 4(4), 135-148. Retrieved from www.macrothink.org. May, 2017.
17. Gaol F.L., & Chen, E. (2019). The Influence of security, trust, service quality and risk perception in B2C E-Commerce against people's online purchasing decisions (Survey on Customers of Tokopedia). *International Journal of Advanced Science and Technology (IJAST)*. NADIA, Vol. 124, pp. 103-110.
18. Heathfield, S. M. (2012). *Training: Your investment on people development and retention*. Boston: Irwin McGraw-Hall
19. Banjoko, S. A. (2006). *Managing corporate reward systems*, Ibadan: Pumark Nigeria Limited Education Publishers.
20. Berry L. L. & Kehoe, W. J. (2005). How bank marketers view their Jobs. *The Banker Magazine*. U.S.A., 163(6).
21. Peretomode, V. F., & Peretomode, O. (2001). *Human resource management, the skill of management*. London: Great Britain Publishing Co.
22. Youset, D. A. (2000). Organisational commitment: Mediator of the relationships of leadership behaviour with job satisfaction and performance in a non-western country. *Formal Management Psychology* 15 (1), 6-24.
23. Fina, O. F., Mfon, C., Bassey, F., Otosi, L. N., & Chris, C. (2017). A survey on the status of solar energy utilization within the Tertiary Institutions in Calabar, *International Journal of Scientific & Engineering Research* Volume 8, Issue 6, pp 595- 603 ISSN 2229-551.

CITE AS: Otosi F. Bassey, Faithpraise Fina O., and Adie A. Emmanuel (2024). Performance Evaluation of Part-Time Teaching and Employees' Efficiency in Tertiary Institutions in Calabar, Cross River State, Nigeria. *IDOSR JOURNAL OF CURRENT ISSUES IN ARTS AND HUMANITIES* 10(1):17-26. <https://doi.org/10.59298/IDOSRJCIAH/2024/101.1726004>