

Conditions of Service and Teachers' Job Performance in Senior Secondary Schools in Rivers State

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Abstract

The study investigated the conditions of service and teachers job performance in senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study, The study adopted the descriptive and the correlational research design. Population of the study is 8,452. Sample of 400 teachers was used for the study; namely “Conditions of Service Questionnaire (CSQ) and the Teachers Job Performance Questionnaire (TJPQ). structured on the 4-point Likert scale. The Cronbach Alpha method was used to determine the reliability of the instrument “CSVQ” and “TSOQ”. The mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation (r) was employed to test the research hypotheses at 0.05 level of significance. The result shows that there was positive relationship between job performance and prompt payment of teachers' salaries and provision of fringe benefits. Based on the findings, it was recommended among others that prompt payment of teachers' salaries and general motivational packages should be the priority of employees of the teachers.

Keywords: Condition, Service, Job performance, Motivation

INTRODUCTION

Conditions of service play significant roles in enhancing teachers' productivity. Conditions of service when favourable constitute an important aspect of teacher's motivation. It could be described as the totality of all compensation and welfare packages offered to workers in an organization. It has been observed that in any educational arrangement, the success lies in the commitment of the teachers. Thus, the condition of service of any organization is relevant to job satisfaction, motivation and is very essential to the long-term growth of any educational system. They probably rank alongside professional knowledge and skills, competencies, educational resources and strategies as the real determinants of educational success and performance. Conditions of service which seeks to promote needs, satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life.

Ololube (2004) is of the view that high motivation enhances productivity which is naturally in the interest of all educational system. The extent to which the quality of education succeeds depends upon the quality of personal engaged in the educational process and upon the zeal with

which they carry out their responsibilities. It is clear that any nation that desires to achieve the objectives of its educational system must recognize the teachers and also make the environment conducive to enhance performance. This can only be achieved when the teacher is satisfied with the job.

The condition of service and the benefits given to teachers do not satisfy their basic needs compare to the other sectors of the economy, where there are better salary structure, motivation and conducive environment.; Although some employees have not seen any correlation between condition of service and job performance. Nakpodia, (2008) is of the view that there is a relationship because each is the result of employees' personality.

However, it is clear that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. For over two decades, the teachers of Nigeria under the agencies of Nigerian Union of Teachers (NUT) and other labour organizations have been consistent in their request for better conditions of service and salary structure for teachers in primary and post-primary schools in the country. It is based on these agitations that this research is been carried out to find out about the conditions of service and teachers job performance in Senior Secondary Schools in Rivers State.

STATEMENT OF PROBLEM

Rivers State Government has taken education as a matter of priority. In spite of the said government priority measures, researchers and teaching services board have identified among other problems bedeviling education and teachers in the state to include, prompt payment of salaries and fringe benefits. Salaries not adjusted even after acquiring additional qualification, inability of government to pay the agreed 25% federal government increment among others, make teachers conditions of service unattractive.

Teachers are not paid their pensions and gratuity, sometimes till death. It is clearly known how the aforementioned conditions of service affect teachers' job performance. The problem elements of this study therefore bother on whether prompt payment of salaries and fringe benefits has any significant effect on teachers' job performance.

PURPOSE OF STUDY

The general purpose of this study was to examine the extent to which teachers' job performance could be affected by the condition of service in the senior secondary schools in Rivers State.

Specifically, the study seeks to achieve the following;

- (a) To examine the relationship between prompt payment of teachers salaries and teachers' job performance in senior secondary schools in Rivers State.
- (b) To examine the relationship between fringe benefits and teachers' job performance in senior secondary schools in Rivers State.

Research Questions

This study was guided by the following research questions:

1. How does prompt payment of salaries enhance teachers' job performance in Senior Secondary School in Rivers State?
2. How does fringe benefits enhance teachers' job performance in Senior Secondary School in Rivers State?

Hypothesis

The following null hypotheses were formulated to guide this study:

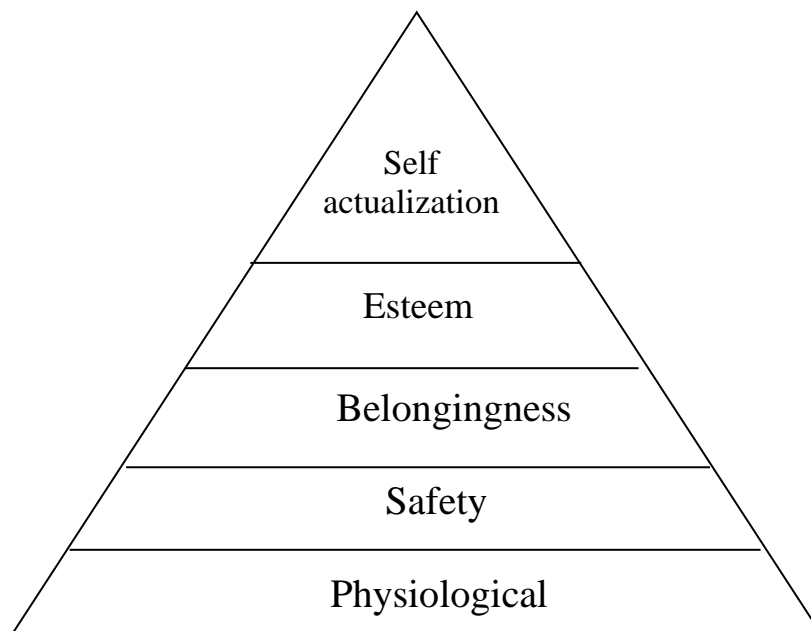
Ho1: There is no significant relationship between prompt payment of teachers salaries and teachers' job performance in senior secondary schools in Rivers State.

Ho2: There is no significant relationship between fringe benefits and teachers job performance in senior secondary schools in Rivers State.

Theoretical Framework

Teachers' job performance call for the reviewing of motivation theory. Durosaro (2002), described motivation as the drive or essential force within the human organism that makes him wants to work. Thus, several different strategies may be used to motivate employees to enhance performance. Motivation is the art of energizing an individual to action that maximizes him/her production level; Khan (1995), cited in Ubom (2002), explained that motivation is a psychological process giving behaviour purpose and direction. He also defined it as the complex forces, drives needs, tension, state or other mechanism that starts and maintains voluntary activity directed towards the achievement of personal goals.

The theory notes that humans are capable of carrying out extraordinary accomplishment. He quoted Gandhi who led a non-violent revolution that liberated India from colonial rule. It notes that people can actually carry out task not because they are easy but because they are hard to do and that because goals will serve to organize and measure the best of our energies and skills. Also according to Ball, (2012) wonderful accomplishment also occur in our day to day practice in higher education. Hence since individuals accomplishment are attained on high-level performance the theory's usefulness in various context cannot be overemphasized. This theory also posits that the performance of every system depends on the various components of the organization as well as the interactions between these components. Therefore in order to improve on performance the performer mindset must be in tune with the work. This includes his actions which engage positive emotions like challenging goals, allowing failure as a natural part of attaining high performance and providing conditions in which the performer feels an appropriate degree of safety. It also involves "immersion" The theory applies to all human elements in an organization. Moving in stages from the lowest to the highest hierarchy of needs as show below



Maslow's Hierarchy of Need

- (a) **Physical needs:** These are also known as biological need. These include things like food, house, health, wear and all other basis needs. It is when these needs have been met, that the drive for other needs comes.

- (b) **Safety needs:** It is seen as the next needs of human, which is regarded by all human beings both at work, home, and play. Human beings needs security, protection, safety, comfort, peace and long term sustenance of their economic well-being.
- (c) **Belongingness needs:** This level is sometimes referred to as social needs. This has to do with feeling acceptance.
- (d) **Esteem needs:** These are characterized by recognition prestige confidence and leadership potentials found in individuals. These are generally found in human beings, school managers should by all standards encourage them in staffs.
- (e) **Self-actualization needs:** These needs are associated with self-fulfilment or self-actualization of potential to challenge situation, intellectual ambition for power and authority.

“Achievement motivation” can be seen as an individual’s need to meet realistic goals, receive feedback and experience a sense of accomplishment. In the words of Borg, (2012) it is an affect in connection with evaluated performance in which competition with a standard of excellence was paramount. To them, intentional act are usually considered the prototype of all act of will. In a more realistic sense, achievement motivation implies striving to increase or keep high as possible, it is one’s own capabilities in all activities in which a standard of excellence is thought to apply.

Similarly, Onu (2001) studied influence of salary scale and teacher performance in selected secondary schools in Calabar South Local Government of Cross Rivers. The researcher used four salary grade levels to see their influence with their job performance. A total sample size of fifty eight (58) teachers selected from the senior secondary and junior secondary school were used for the investigation. This sample were selected using the stratified and the simple random sampling techniques. The instrument used for the data collection was named “Monetary Influencer on Teacher quality Performance Questionnaire’ (MITQPQ). The instrument was a 4-point Likert Scale instrument with strongly agreed, agreed, disagreed and strongly disagreed. Mean, standard deviation and one way analysis of variance was used to analyse the data generated. The research found out that there was a significant influence of all the salary grade level between male and female employees on their overall job performance. This result informed the researcher that the amount of money an employee receive can actually determine if such employee will put in his or her best into the job or not.

Concepts of Teachers Salary / Job Performance

Teachers’ salary helps to stimulate job efforts where physiological needs of most workers are yet to be satisfied. Money is instrumental in achieving workers’ desired needs and in obtaining high order needs such as recognition in the society and in buying essential and luxury goods and services that leads to comfortable life. One major reason why people work is to earn income in money terms. A worker needed to meet some personal and domestic needs such as, clothing, feeding, payment of school fees, rents, etc. Salaries have a large motivating tendency in it. It is not the increase in salaries, wages that only matters but also prompt and regular payment of its staff. It is believed that money can bring out a high level of performance in employee when he is adequately paid to work can only be influenced by money (Akinwumi, 2000).

The concept of job performance is not limited to any aspect or field of endeavour whether formal or informal setting, religious or non-religious, profit or non-profit making organization. The idea is universal. Job performance determines if an individual carries out a particular task well or not. In the field of industrial and organizational psychology, job performance is studied as a branch of psychology.

It also includes many activities which are part of the official reward system. In terms of invention or manufacturing organizations, this includes series of task that changes raw resources into

finished goods. On the other hand, in terms of service, it involves all those actions that help impart either a physical or mental alteration in a person.

Given the importance of the work in any group, It is noted that how can one measures job performance is equal significant as the concept itself. This implies that what a person could see as performance might be dissimilar from what others think it is. Also they are facet of performance which needs an individuals' mental aptitudes which could be problematic for an ordinary person to access or appraise. The use of questionnaires like the rating scale, test of job knowledge, hand on job sample are all recognized ways and manners which job performance can be evaluated.

In the educational system, job performance according to Bankole (2000) denotes to how well or how poorly all the shareholders in the organization of learning uses both material and immaterial possessions in achieving educational goals. It has to do with the amount and grade of exertion or energy put into achieving set educational goals. Teachers' job performance depends on a large extent on some factors. As noted by Egonwa (2008), an actual staff is a mixture of a good skill set and a creative work situation. As noted earlier, a lot of factors might be accountable for performance by staff and every head be it boss, head teacher, principal should be aware of it. Some of these factors include:

Managerial Standards: This can be a major factor determining performance. Through the managerial standards, employers can be motivated or demotivated. As renowned by the Technology employment resources of America, there should be standards in line with the job obligations that are drawn out by the human resources department. The employee background including their instructive past should also be drawn out on the job description. Managers should ensure that they keep their anticipation in line with the responsibilities allotted to the worker. By demanding more from the worker than what they were hired to do or than what they can offer can actually reduce their degree of performance radically.

Work Conditions: The work condition of employees play a bigger role in the performance of such employees. Employees, who work under a tensed, heated and uncondusive environment tends to hate their job and find it difficult to even get up from the bed on a work day. According to Babagana (2015), an unfavourable work environment creates many job hazards in the employee and causes them to be involve less in the process. Every job that is monotonous and scary could be traced to the type of environment in which such employee finds himself or herself. On the other hand, if an individual finds himself in a well ventilated office complex, such an individual will want to continue his job without any complain as well as putting his test to achieved targeted goals.

Employee Welfare: According to Chongvisal (2005), having the employee welfare at the back of the mind is a key to employee performance, apart from providing formal incentives, carrying out specific task and actions like surprising and randomized visits to the employees as well as having knowledge of most of his wellbeing outside the formal setting helps in boosting employee productivity. Most times, employees could harbour sick parents at home, or other relative, regular enquiry into how they are faring and buying them surprise packages is little but a very mighty force in determining how they respond to their work. Giving them leave off work to settle their issues as well as regular chat with them outside work related matters indicates high sense of responsibility to their welfare and this is often reciprocated in their degree of effort channelled towards the work.

Ubom (2002) observed that in Nigeria, job satisfaction instigate greater commitment to teaching, he added that lack of job performance as a result of poor salary package and other condition of service after employee's commitment to work and contribution to the performance of organization is reduced. It is clear that many who find themselves in the field are there by necessity rather than by design, therefore most of them put on low rate of commitment while on the job.

He further explained that teachers place premium on variables such as salary, time and mode of payment of salaries, fringe benefits, promotional prospects of teaching and work environment of job satisfaction, which in turn affect their productivity in a positive manner. As a result, of the above, people have identified the following factors as the reasons why teaching job have been disliked.

- (i) Teaching has poor salary structure or earning power. Salary is not commensurate with job and is not lucrative as other job.
- (ii) Teaching has negative public image, low social status, lack recognition by society and its workers, (teachers) are regarded as second class citizens.
- (iii) It has poor conditions of services, slow promotion rate due to lack of duty-post and inadequate method of promotion.

Teachers earn poor treatment by ministry officials, particularly the inspectors who make rules without consulting teachers (Akinwunmi, 2000). Conditions of service can be described as that general requirement, necessities and desirable factors that tend to make working environment conducive and favourable and this enhances workers performance.

METHODOLOGY

The method adopted in carrying out this study are design of the study, population of the study, sample and sampling technique, instrument of the study, validity of the instrument, reliability of the instrument and method of data analysis. The research design adopted for this study is the survey research design. The survey design was adopted because it involved the use of questionnaire to elicit data that will describe the opinion of certain group of people. The population of study is comprised of all Government owned Senior Secondary Schools teachers in Rivers State which is (8452) eight thousand four hundred and fifty-two teachers. Rivers State Senior Secondary Schools Board. (2014-2015). The sample of the study was 400 teachers Stratified Random Sampling Technique was used to select the sample from senior secondary schools across the state. Two instruments were used for data collection. There were the condition of service variable questionnaire (CSVQ) and the teacher job performance questionnaire (TJPQ). Both instruments were designed using the 4-point Likert scale of strongly agreed, agreed, disagreed and strong disagreed. The CSVQ had two subsections measuring payment of salaries and fringe benefits. Each sub-sectional contained five items making it a total of 10 items. On the other hand, the TSPQ contained 10 items in all. The Cronbach Alpha method of reliability was used to determine the reliability of the instrument "CSVQ" and the "TSPQ". Thirty (30) copies of the instruments were administered to a pilot testing group who would not form part of the respondents. The split-half technique was used to determine the reliability of the instrument. A reliability coefficient value of 0.78 was attained to be consistency which helped to analysis the instrument reliable. The data collected from respondents was used in analyzing mean and standard deviation (SD) to answer research questions, while z-test statistics were used to test the research hypothesis at 0.05 level of significance.

RESULTS PRESENTATION

This deals with the presentation, analysis and discussion of findings generated from the research instruments. Four hundred (400) questionnaires were administered and 322 was retrieved successfully.

Answer to Research Questions

Research Question 1: How does prompt payment of teacher's salaries affect their job performance in Senior Secondary School in Rivers State?

Table 1: Mean, Standard Deviation and Criterion Mean Analysis of the Influence of Prompt Payment on Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	\bar{X}	S	REMARK
1	Delay in payment of salaries affects teacher's regularity in job performance negatively.	285	92	15	8	3.63	0.65	Accept
2	Steady payment of teacher's salary can contribute in reducing teachers absenteeism in school	210	135	11	44	3.27	0.95	Accept
3	Regular payment of salaries enable teachers to show more dedication to their job	289	92	19	0	3.67	0.56	Accept
4	Increase in salaries increase teachers interest in regular attendance to their job	134	41	73	150	2.40	1.29	Reject
5	Prompt payment of salaries enhance teachers dedication to the job	252	140	0	8	3.59	0.60	Accept

The result in table 1 above shows that item 1, 2, 3 and 5 with mean scores of 3.63, 3.27, 3.67 and 3.59 respectively were accepted as part of the problem that affect teacher's job performance because their mean scores were above the criterion mean of 2.50 This means that delay in their salary affect their regularity. Prompt payment will reduce their absenteeism as well as showing more dedication to their work. On the contrary, item 4 with mean score of 2.40 was rejected because it was not up to the criterion of 2.5. This also means that salary measurement cannot increase teacher's salary.

Research Question 2:2: How does fringe benefit influence teacher's job performance in Senior Secondary Schools in Rivers State?

Table 2: Mean, Standard Deviation and Criterion Mean Analysis of the Influence of Fringe Benefits on Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	\bar{X}	S	REMARK
6	Loans to teachers boost their job performance	109	214	77	0	3.08	0.67	Accepted
7	Allowance given to teachers improve their skills	59	180	18	143	2.38	1.11	Rejected
8	Provision of medical treatment to teachers and their families give them confident on their job	254	141	5	0	3.62	0.51	Accepted
9	Welfare package given to teachers makes them put in their best	228	172	0	0	3.57	0.49	Accepted
10	Car loans, soft loans and house loans given to teachers to support their earning make them put in their best	86	90	49	175	2.21	1.21	Rejected

Table 2 reveals that 6, 8 and 9 were accepted because they met the criterion mean of 2.50. This means that giving loans to teachers, provision of medical treatments as well as giving them welfare packages as a form of fringe benefits enhances the job performance of teachers. On the contrary, item 7 and 10 with mean of 2.38 and 2.21 were rejected meaning that teacher's job performance can be influenced by giving them duty tour allowances or giving them car, housing, or other soft loans.

Test of Hypotheses

Hypothesis One: There is no significant relationship between prompt payment of salary and job performance of teachers in Rivers State.

Table 3: Pearson Product Moment Correlation between Prompt Payment of Salary and Teachers Job Performance.

Variables	N	\bar{X}	Std.D	Cal(r)	Crit.	Df	Sig.	decision
Job Performance						400	3.64	0.611
Significant								
(Rejected Ho ₁)								
Prompt payment of salaries	400	3.36	0.694	0.904	0.195	398	0.00	

Data on table 3 show that the (r) calculated (0.904) is greater than the critical (0.195) at 0.05 level of significance and df 398. The null hypothesis (Ho) is therefore rejected and we therefore, state that there is a significant difference between the means score of job performance and prompt payment of salaries of teachers in senior secondary schools in Rivers State.

Hypothesis Two: There is no significant relationship between fringe benefits and teachers job performance in Rivers State.

Table 4: Pearson Product Moment Correlation between fringe benefits

Variables	N	\bar{X}	Std.D	Cal(r)	Crit.	Df	Sig.	decision
Job Performance	400	3.64	0.611					Significant
				0.580	0.195	398	0.00	(Rejected Ho ₂)
Fringe benefits	400	2.67	0.633					

Data on table 4 show that the (r) calculated (0.580) is greater than the critical (0.195) at 0.05 level of significance and df 398. The null hypothesis (Ho) is therefore rejected and we therefore, state that there is a significant difference between the means score of job performance and fringe benefits of teachers in senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The analysis of data collected for this study provide some insight into the main objectives of the study, which was to find the relationship between conditions of service and job performance of teachers in senior secondary schools in Rivers State.

The study is made of a sample size of 400 respondents (teachers) on various issues relating to conditions of service and teachers job performance while 322 were successfully retrieved, whose

response were analyzed. This section discusses the findings as they confirm or disagreed with the opinions of some authorities cited in the literature review.

The finding here however is not surprising to the researcher because prompt payment of salary is a basic factor that determines the actions and inactions of teachers. Hence it is totally not surprising to receive such response from teachers. The present findings is in line with that reported earlier by Smith (2012) who noted that teachers salary (scale as well as the regularity of such were all significantly related to job performance among secondary school teachers. Some findings as that of Smith were also reported by Onu (2011) to support the present one.

Also research findings two reveals that providing teachers fringe benefits has a significant relationship with their job performance. This result means that providing other things like Car loans allowances and ward ropes allowances and other allowances can actually make the teachers to perform better in their jobs. The findings here may also arise because all the respondent are away of the benefits incentives add to their work. The findings here is however not surprising in any way because the researcher being a worker normally believe in some form of incentives and it is always very encouraging towards job performance. In the light of this, Lavac (2009) reported in his findings that improved incentives for teachers' performance are essential components of reforms to raise the quality of education. Also the investigation as reviled by Muranda, Neube, Mopolisa and Tsabalaka (2015) also supported the view that lack of teacher incentives and poor remuneration constitutes a major factor towards teacher job performance.

CONCLUSION

Teacher's condition of service is indispensable in achieving anything by anybody. However, where this lacks, the success of anything is questionable. Such is the fact that job performance of teachers motivation drives the teachers' capacity towards greater productivity and failure will lead to under performance. While other factors may still be hanging, this investigation has proved that prompt payment of salaries, provision of fringe benefits are key to teachers job performance.

RECOMMENDATIONS

Based on the findings of the investigation, it is recommended that;

1. Prompt payment of teachers salary should be the priority of every administration in the state.
2. Just like any other profession, adequate fringe benefits like car loans, ward rope allowances etc. should be provided to the teachers outside their basic salaries to motivate them towards greater productivity.
3. Generally, all manner and form of motivation should be provided to teachers in order to help them carry out their work without grudges or sentiments.

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