



Relationship between Conditions of Service and Teachers' Job Performance in Senior Secondary Schools in Adamawa State, Nigeria

Adamu, Mohammed*, Aishatu Salihu Bello, Badamasi, Abubakar Barde

Department of Physical Sciences Education, Modibbo Adama University of Science and Technology, Yola, Nigeria .

***Corresponding Author**

Abstract: This study investigated the "Relationship between conditions of service and teachers' job performance in Senior Secondary Schools in Adamawa State". The purpose of this study is to determine the relationship between conditions of service and teachers' job performance in Senior Secondary Schools in Adamawa State, one hypothesis guided the study. The study adopted descriptive research design. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 166 principals and 166 teachers was determined using Taro Yamane's formulae. The instrument was questionnaire on conditions of service for teachers' determination questionnaire (CSTDQ) and teachers' job performance questionnaire (TJPQ). The instrument was validated by 3 experts and reliability coefficient was 0.94 and 0.92 using Cronbach's alpha method. The data was collected with the help of four research assistants within the period of 4 weeks. The data was analysed using Pearson Product Moment Correlation Coefficient (PPMCC). Findings indicated that there was a significant relationship between conditions of service and teachers' job performance in senior secondary schools in Adamawa state. The study concluded that there is a significant relationship between the conditions of service and teachers' job performance and recommendations among others included paying teachers' salaries promptly, promoting them regularly, giving them surprise packages and sending them on training programmes.

Keywords: Conditions of Service, Teachers' Job Performance.

INTRODUCTION

Education has become one of the most powerful weapons for reducing poverty and inequality as well as improving health and the general well-being of the individual. It is for laying the foundation for a sustainable growth and development of modern societies. Thus, the rate of development in any society is tied to well-organized, managed and supervised education system. Education as a tool for development has transformed the world into a global community through the advancement of science and technology (Osinubi, 2007). Globally, education is regarded as a veritable instrument for the achievements of national goals. It is fundamental to the development of every nation, and to a large extent, dictates the likely pattern of the other sectors while at the same time providing an insight into the nation's future, National Policy on Education (FRN, 2016). Education helps to develop individuals physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself (Karaba, 2008). No nation can afford to pay lip service to the education of its people, therefore various societies put a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival of the Federal Republic of Nigeria (FRN, 2016). However, the extent to which education is effective in nations building depends basically on the

teachers' job performance and impact measured by students' achievement which portrays the educational outcome.

The developmental aims of Education in terms of its goals and objectives cannot be achieved without teachers who possess the necessary moral, intellectual, physical qualities in line with the required professional knowledge, skills and practices. The teacher is a person with the responsibility of training by educating members of any given society towards the acquisition of desired: knowledge, values, ideologies and skills for the benefit of the society (Osei, 2011). A professional teacher must have qualification and qualities necessary to execute teaching profession effectively, so as to instill in the products the desired knowledge and skills. Nanny (2012) observed that teachers tend to perform better when provided with a conducive working environment. She noted that the working environment, not necessarily higher pay, if properly improved to the satisfaction of a worker, one gets motivated and the output is high. In the same view, George and Jones (2008) cited Mwamwenda (1995) who observed that job dissatisfaction base on conditions of service led to undesired attitudes to work such as: frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, psychological withdrawal from work, burn-out, and early exits, among secondary school teachers, which may affect students' achievement negatively since its agreed that learners performance is a function of the teachers' job performance.

It is therefore necessary to ascertain these conditions of service that influence the satisfaction of teachers. One major reason why people work is to earn income, this is needed to meet some personal and domestic need, such as clothing, feeding, and payment of rent, school fees, etc. Thus, salaries may influence teachers' job satisfaction which in turn may have an impact on the job performance; it is not the increment in salaries/ wages that only matters but also, prompt and regular payment of it. Bell (2012) postulated that, of all conditions of service, salary is the best predictor of teachers' job performance and productivity. In her observation, she expressed that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. She further added that the salaries of teachers are inadequate, it is difficult for teachers to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience in other sectors of the economy such as bankers, site engineers and nurses, can be described as unfavorable.

The Federal Government of Nigeria is giving consideration for conditions of service of the Nigerian teachers' (FRN, 2016). For decades, the teachers' of Nigeria under the aegis of the Nigerian Union of Teachers' (NUT) have been consistent in their request for a separate conditions of service and salary structure for teachers' in primary and post-primary Schools in the country. The main objective of the Secondary Education is to train individuals to read, write and be numerically literate. In recent times, it is a note that many Secondary School learners can neither read nor write accurately. Judging from the products of the Nigerian Secondary Schools, there is a big question mark on the level of performance and productivity of their teachers'.

Teachers' job performance are measured as those ratings used in evaluating employee, who include pedagogy, teachers' productivity, rate of giving extra-lessons to students, teacher, student relationship, changing teaching/learning process, use of instructional aid, improvisation of instructional aid, participate in extra curriculum activities, mastery of subject area, teacher-teacher relationship, above all, students' academic performance (Akuoko & Donkor, 2012). Teachers' performance are also measured by relating teachers' behaviours with the duties and responsibilities expected of them within the school system and which are crucial to their actualization of set educational objectives (Neckermann & Kosfeld, 2008).

Statement of the problem

The need to attract and retain qualified teachers is critical. Teacher motivation is inadequate for instance; teachers' salary compared to other institutions workers, no accommodation for teachers and they have to struggle for accommodation after completing school, and sometimes have to commute long distances to work. These factors are causing absenteeism, lackadaisical attitude and dissatisfaction among the teachers'. The rate of turnover of teachers' is increasing at the alarming rate and those staying are embarking on frequent strikes for better conditions of service (Ukeje, 2007).

Purpose of the Study

The purpose of this study is to find out the relationship between conditions of service and teachers' job performance in senior secondary schools in Adamawa State. The specific objectives of this study are to:

1. Examine the relationship between conditions of service and teachers' job performance in secondary schools of Adamawa State.

Hypotheses

The following hypothesis were formulated and tested at 0.05 level of significance.

H₀₁: There is no significant relationship between conditions of service and teachers' job performance in senior secondary schools of Adamawa State.

Methodology

The adopted descriptive survey design which was carried out by the use of two questionnaires (CSTDQ and TJPQ) designed by the researcher. The population comprised 337 principals and 5128 teachers in all the senior secondary schools within the five education zones of Adamawa State. The sample size is 166 principals and 166 teachers which were statistically determined using Taro Yamane formula for finite population. The questionnaires were vetted by experts in Educational management in the science education department, Modibbo Adama University of Technology Yola, and were pilot tested. Reliability coefficient of 0.94 and 0.64 were obtained. Inferential statistics analysis of Pearson Product Moment Correlation Coefficient was used respectively.

Findings

Data Analysis and Presentation of Results

One hypothesis was formulated and tested at 0.05 level of significance using Pearson product moment correlation coefficient.

H₀₅: There is no significant relationship between teachers' conditions of service and teachers' job performance in senior secondary schools of Adamawa state

Table 10: Summary of Pearson Product Moment Correlation Statistic for Relationship between Teachers' Conditions of Service and Teachers' Job Performance.

Model		Job Performance	Conditions of service
Teachers' job performance	Correlation coefficient	1	.060
	Sig.(2-tailed)		.839
	N	166	166
Conditions of service	Correlation coefficient	.060	1
	Sig.(2-tailed)	.839	
	N	166	166

** . Correlation is significant at the 0.05 level (2-tailed).

The relationship between teachers' conditions of service and teachers' job performance was investigated using Pearson Product Moment Correlation coefficient, which indicated significant relationship, since $p < 0.05$. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a strong correlation between the two variables, $r_{ho} = 0.83$, $n = 166$, $p < 0.05$, with a moderate level of job performance.

Conclusion

On the basis of finding of the study it was concluded that, regular prompt payment of salaries, promotion of staff, fringe benefits, staff professional development have significant relationship with teachers' job performance in senior secondary schools in Adamawa state.

Recommendations

Based on the outcome of the data analysis, the following recommendations were to improve the teachers' job performance in senior secondary schools in Adamawa state and Nigeria in general.

Government should enhance teachers' job performance through adequate conditions of service in other to upgrade education system and educational output. Salary of teachers should be paid promptly to enable them to concentrate on their job for effective delivery. The government and school management should ensure regular promotion of teachers as at when due.

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