ASSESSMENT OF THE RELATIONSHIP BETWEEN CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

BY

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DECLARATION

I declare that the work in this Thesis entitled ASSESSMENT OF THE RELATIONSHIP BETWEEN CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA has been carried out by me in the Department of Educational Foundation and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list references provided. No part of this Thesis was previously presented for another degree or diploma at this or any another Institution

Akande, Felicia Bosede. Abiola	_____	_____
Name of Student	**Signature**	**Date**

CERTIFICATION

This thesis entitled ASSESSMENT OF THE RELATIONSHIP BETWEEN CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA by Felicia Bosede Abiola AKANDE meets the regulations governing the award of degree of Master in Education (Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late father, Chief Samuel Olorunmola Alafiatayo, my late mother Mrs Lucy Ajike Alafiatayo, my husband Chief Michael Olukayode Akande and my siblings, for their inspiration.

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I give glory to the Almighty God, my creator who made it possible for me to complete this project successfully despite the challenges I went through. Indeed, he has helped me to add to my life.

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I am indebted to my late father, Chief Samuel Olorunmola Alafiatayo, Professor Elizabeth Olufunmilola Alabi, Chief Michael Olukayode Akande, all of who supported me in various ways and taught me the way of the Lord. I am most grateful.

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programme may the Almighty God reward you abundantly.

There are so many people to thank but it is not easy to choose words that will fully describe a person's indebtedness to people who have really being of help in one way or the other. I do not know how to assign acknowledgments when each person's efforts have been truly significant. When kindness cannot be returned, it should be appreciated and passed to those who deserve it. Quite a lot of people have been kind to me in the course of this research work, and their kindness deserve to be acknowledged.

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ABSTRACT

This study investigated the "Relationship between conditions of service and teachers job performance in Secondary Schools in Kogi State". The research aimed at establishing whether the relationship between conditions of service and teachers' job performance could have any significant influence on teachers' productivity in secondary schools in Kogi State. To achieve the objectives of the study. Such as to find out whether there is relationship between prompt payment of teachers salary, teachers' regular promotion and job performance to find out the influence of teachers promotion. The hypothesis of the study is that there is no significant relationship between teachers job performance, salary, promotion etc. the researcher randomly selected a sample of 81 principals, 215 teachers and 86 supervisors from the target population of this study. The selection of the schools was carried out through simple random sampling technique while respondents for the study were selected on purposive sampling techniques. Data was obtained through the use of research questionnaire developed by the researcher for the study which was validated by experts in educational administration and planning of the Ahmadu Bello University. The questionnaire was subjected to a pilot study conducted in 6 secondary schools, in Kogi State and reliability coefficient was 0.85. five research questions were answered while five null hypothesis were tested using Pearson Product Moment correlation (PPMC) Multiple comparison test was also employed in verifying the result of hypothesis. Descriptive survey method was adopted for this research work. The 3 educational zones of the state were used for the study. Data collected was obtained and analysed. Findings indicated that 4 of the hypotheses showed that there was significant relationships between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. But there was no significant relationship between staff retirement benefits and job performance. Conclusions were made, and recommendations were proffered such as paying teachers' salaries promptly, promoting them regularly, giving them surprise packages, sending them on training programmes and ensuring their retirement benefits. Finally, suggestions were proffered for further studies. Such as similar studies to be carried out in other states of the country so that ideas can be compared, wholistic actions should be taken by government in order to realise proper performance of staff.

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ABBREVIATIONS

MOE: Ministry of Education

NUT: Nigerian Union of Teachers

ILO: International Labour Organization

UNESCO: United Nations Educational Scientific and Cultural Organization

NCE: National Council on Education

P.T.A: Parents Teachers' Association

TRC: Teachers Registration Council

EFA: Education for All

LGEA: Local Government Education Authorities

NTI: National Teachers' Institute

WAEC: West African Examination Council

HND: Higher National Diploma

B.ED: Bachelor of Education

B.Sc.Ed: Bachelor of Science in Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the contemporary world today attention is focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement, in terms of living conditions and development of the environment. This is because, in the life of any nation, education is the live-wire of its industries; it is the foundation of moral regeneration and revival of its people. Education is the bed-rock of any nation's defence. Education is that process that helps to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself (FRN 2009). Therefore no nation can afford to pay lip service to the education of its people.

A nation that thinks lightly of education does so at its own peril. In this regard, Ogundele, (2000) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. This must have informed the decision of the International Labour Organization (ILO) in co-operation with the UNESCO to launch a chapter on ILO/UNESCO recommendation concerning the status of teachers, a document to which Nigerian Government was a signatory. The document did not make a very strong case for the primary importance that the teaching profession should enjoy in the scheme of things, but also presented a solid advocacy for the improvement of conditions of service. The Federal Government of Nigeria is giving consideration for conditions of service for the Nigerian teachers (Olu Abiala as cited by

Ogundele 2002).

For over two 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. This situation has arisen because of religious, cultural, and economic factors. 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 leavers can neither read nor write accurately. Judging from the products of the Nigerian Secondary School, there is a big question mark on the level of performance and productivity of their teachers.

‘Secondary' means the second stage of formal education and 'tertiary' for the third stage which includes all kinds of post secondary education of children. Ndagi (1995) categorized the main objectives of Secondary Education into six strands as follows:

(a) Development of permanent literacy and numeracy in children.

(b) Development of the ability to communicate effectively.

(c) Training for further education and preparation for trades and crafts of the locality.

(d) Development of good morals.

(e) Development of the basis for good physical health education.

(f) Development of the basis for scientific and reflective thinking.

But, judging from poor work environment of the Nigerian secondary school teachers, all the above objectives as specified in the National policy on education are hardly achievable. Nakpodia (2006) observed that in any educational arrangement, the success lies in the commitment of the teachers. Therefore, the relevance of job

satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. In other words, professional knowledge, skills competencies can be seen when it is taking on and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their teaching performance. However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the Government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits and improvements in working conditions of teachers.

The Federal and State Governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argued that teachers' demands are beyond the government resources. Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. They further argued that teachers' level of efficiency and effectiveness do not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argued that the existing salary structure, benefits and working conditions do not

satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard-work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contexts of educations' motivational size because high motivation enhances productivity which is naturally in the interest of all educational system (Ololube 2004, 2005).

1.2 Statement of the Problem

Kogi State has taken education as a matter of priority in its yearly budgetary statement. Inspite of the said government priority measures, researchers and teaching service board have identified among other problems bedeviling education and teachers in the state which include, fluctuation in gross net pay of staff salaries; teachers were not promptly promoted, salaries were not adjusted even after acquiring additional qualification; inability of government to pay the agreed 25% federal government increment makes teachers conditions of service go from bad to worse. Teachers' salaries were not paid on time with insufficient teachers' and the recently one thousand (1,000) teachers recruited were not permitted to assume duty since January, 2010 to the time of compiling this report, influx of unqualified teachers into the system and particularly recruited part-time teachers also complained of not being paid as agreed (BSTSB; Handbook, 2010).

The specific problems created because of poor conditions of service are:

- Poor class attendance by teachers in the sense that most of them look for other means of getting their daily bread instead of relying only on teaching.
- Most qualified teachers are quitting teaching profession and giving room to the unqualified ones.
- Most of the teachers on ground are not given opportunity for training/retraining so as to gain more knowledge.
- All these problems affect teachers' performance, task performance and students' academic achievements in examination.

1.3 Objectives of the Study

The objectives of the study are to:

1. find out whether there is relationship between salaries and teachers' job performance in secondary schools in Kogi State.
2. find out the influence of teachers' promotion and performance among teachers in Kogi State.
3. determine whether fringe benefits affect teachers job performance in secondary schools in Kogi State.
4. examine the relationship between staff development and teachers job performance in secondary schools in Kogi State.
5. find out whether teachers terminal benefits are effectively managed in secondary schools in Kogi State.

1.4 Research Questions

This study is guided by the following questions:

1. How does prompt payment of teachers' salaries affect their job performance in secondary schools, in Kogi State?
2. What is the relationship between promotion of teachers and their job performance in secondary schools, in Kogi State?
3. How do fringe benefits influence teachers' job performance in secondary schools in Kogi State?
4. How effective is staff development managed to enhance teachers' job performance in secondary schools in Kogi State?
5. How do the terminal benefits of teachers' affect the job performance in secondary schools in Kogi State?

1.5 Research Hypotheses

In line with the research questions the following null hypotheses were formulated for the study:

Ho_1: There is no significant relationship between staff job performance and prompt payment of salary.

Ho_2: There is no significant relationship between staff job performance and promotion.

Ho_3: There is no significant relationship between staff job performance and fringe benefits.

Ho_4: There is no significant relationship between staff job performance and staff development.

Ho_5: There is no significant relationship between staff job performance of teachers and retirement benefits.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made;

1. that prompt payment of teachers' salaries bring about high teachers job performance in secondary schools.
2. prompt promotion of teachers can improve teachers job performance in secondary schools.
3. fringe benefits can enhance teachers' job satisfaction and lead to increase in teachers' productivity in secondary schools.
4. Well –organized training programme would provide a pool of skilled manpower for the organization and improve productivity in second schools.
5. Terminal benefits are monitored and well managed to ensure conformity of regular payment by appropriate ministry encourage teachers to put in their best.

1.7 Significance of the Study

The study is expected to reflect the assessment of the relationship between conditions of service and teachers' performance and to identify possible area where such incentives scheme could be more effective. It will go a long way to help future researchers and students alike. The study will be of benefit to the teachers in the aspect of staff development because of the crucial role they stand to play in the educational industry.

Effective performance on the part of employee is essential for the success of any organization. The experience at work would lead to quality school management, teaching

and learning thereby increasing performance as essential need for attainment of school objectives.

In view of the above, the study will be of benefit to school managers and policy makers as it will help them to improve on staff training programme and job satisfaction among teachers.

The study will be of benefit to all stakeholders in educational industry because understanding the relationship between satisfaction at work and improved performance will enable them motivate teachers to increase productivity.

It will also help the government to see the need for adequate financial provision to cover staff development policy and welfare incentives to motivate teachers in the industry. Knowing the importance of staff development on teachers' productivity will encourage teachers for in-service programme to improve their skills thereby be of great benefit to students' learning and their professional growth. The recommendations of this study will also assist in no small way, the employers of labour like the Federal/State Ministry of Education and other agencies in their administration to achieve greater performance and efficiency. In addition, it is hope that it would serve as a useful addition to the existing literature, especially for other researchers who intend to investigate on similar topic. They would find the outcome of this study a reference point.

1.8 Scope of the Study

This study is restricted to only the formal conventional type of schooling and is limited to the middle level of education (secondary schools). Its respondents were drawn from the secondary schools in the three educational zones of Kogi State. Hence, the study

is delimited to the study of assessment of the relationship between conditions of service and teachers job performance in secondary schools in Kogi State.

1.9 Operational Definition of Terms

Assessment: A process in which you make a judgment about a person or situation.

Conditions of Service: These are totality of things that must exist or be done before people perform their duties in the civil service (such as salary, promotion, fringe benefits, staff development, terminal benefits).

Fringe Benefits: A coll of various benefits provided by an employer, which are exempt from taxation as long as certain conditions are met.

Motivation: It is the inner state of mind that moves or activates someone to put more efforts in performing a task assigned to him.

Performance: It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives.

Promotion: Is an upward mobility of an employee which changes his or her present position to one that makes him assume greater responsibility.

Relationship: The way in which two or more things are connected and affected by each other.

Salary: Is a reward for service and a source of livelihood for employees.

Staff Development: Refers to those programs which focus on the individual member in an organization.

Teacher: Is a person whose occupation is teaching (imparting knowledge into school children).

Teachers' Job Performance: Can be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes, could also be describe ass the duties performed by a teacher at a particular period in the school system in achieving organizational goals.

Terminal Benefits: The final entitlements of an employee upon termination of an employment contract.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter was to review related literature in order to help the researcher conceptualize the research topic: to fully appreciate and appraise studies carried out so far on the relation of conditions of service as it influenced teachers' performance in secondary schools in Kogi State. The review focused on the following areas:

2.1 Theoretical Framework

2.2 Relationship between Salary and teachers' job performance in secondary Schools.

2.3 Relationship between promotion and teachers' job performance in Secondary Schools.

2.4 Relationship between fringe benefits and teachers' job performance in Secondary Schools

2.5 Relationship between staff development/further training and teachers' job performance in Secondary Schools.

2.6 Teachers' Productivity in Secondary Schools

2.7 Measurement of Teachers' job Performance in Secondary Schools

2.8 Empirical Studies

2.9 Summary

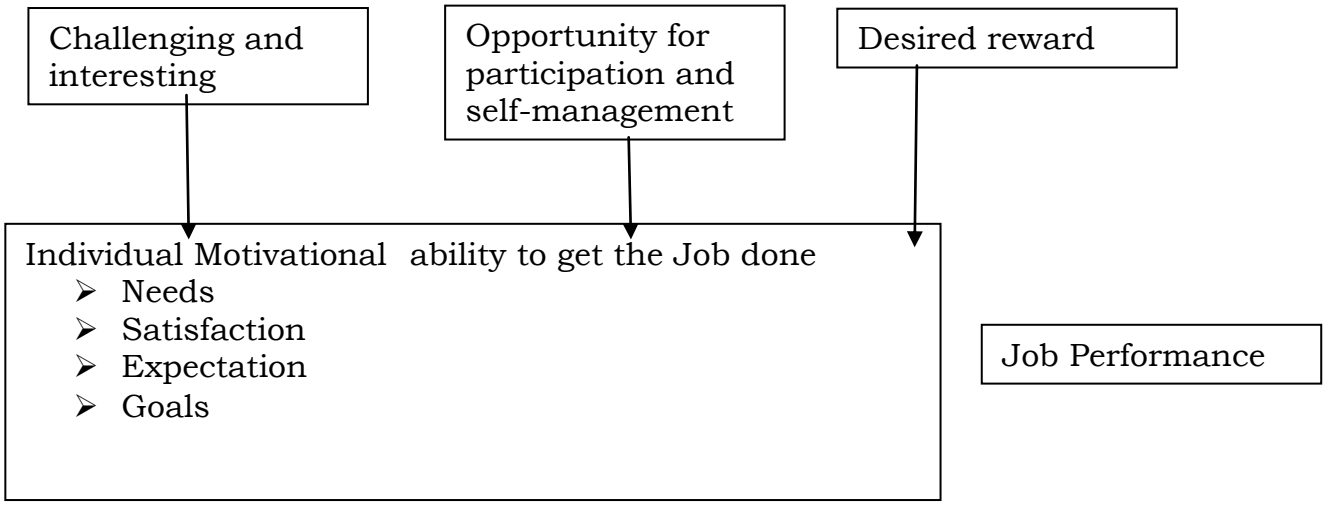
2.1 Theoretical Framework

Reviewing related literature on teachers' performance calls for the reviewing of motivation theory. Durosaro (2002) described motivation as the drive or intrinsic force within the human organism that makes him want 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 his/her production level, Khan (1995) 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 maintain voluntary activity directed towards the achievement of personal goals.

In practical terms, Maslow (1945), was a renowned psychologist and sociologist who contributed knowledge and understanding in organizational behaviour. He propounded that people are motivated by a predictable five steps hierarchy. Maslow's ideology needs are to be re-visited by concerned authorities to give the education system a boost. It will also challenge the teacher to put in his/her best towards realizing the objectives of education in the nation. The following illustration shows the picture of motivated workers and job performance.

Figure 1: The Theory of Hierachy of Needs Concept



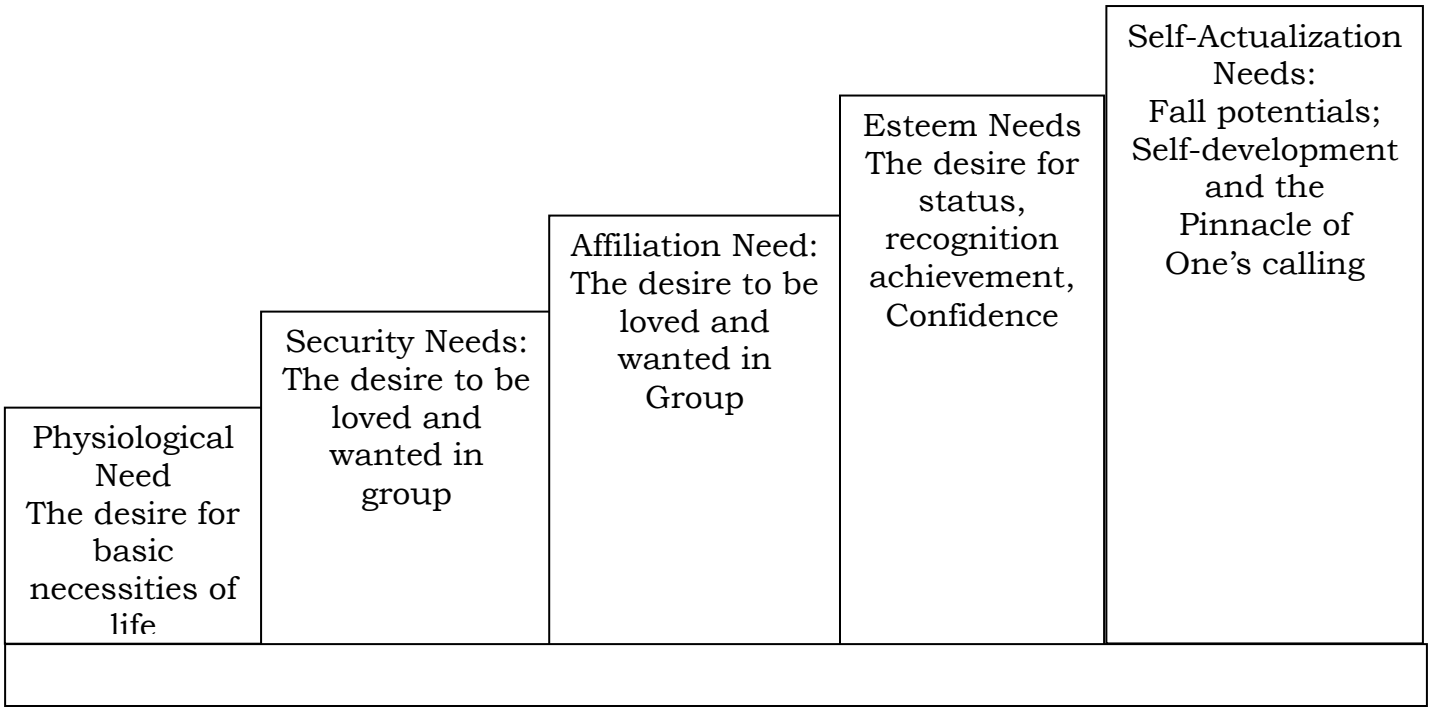
Source: Khan (1995)

An added disadvantage is that the only dependable source of living as salaries and allowances are being manipulated grossly to the frustration of teachers.

This theory applies to all human elements in an organization. Moving in stages from the lowest to the highest hierarchy of needs. These include:

(a) Physiological needs
(b) Safety needs
(c) Belongingness needs
(d) Esteem needs
(e) Self-actualization or self fulfilment needs

Figure 2: 1 Maslow's Hierachy of Needs



Source: (Ifinedo, 2013; Nayor 1999)

(a) **Physiological Needs:** These needs are also known as biological needs. It includes things like food, sex, sleep, health, exercise and all other basic needs. It is when these needs have been met, that the drive for other needs come.

(b) **Safety Needs:** This is ranked as the second order, which is regarded by all human beings both at work, home and play. Human beings need 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 of acceptance.

(d) **Esteem Needs:** These are characterized by recognition prestige confidence and leadership potentials found in individuals. These are generally found in human beings in varying degrees. School managers should by all standards encourage them in staff.

(e) **Self-actualization Needs:** These needs are associated with self-fulfillment or self-actualization of potential to challenge situation, intellectual curiosity and ambition for power and authority.

How Maslow's hierarchy of needs can be used to induce higher performance in teaching and non-teaching staff

To achieve educational goals, or gain higher productivity, there is need to understand that staff are very complex and that they differ according to their personal need which according to Abraham Maslow may be: Physiological, safety, belongingness, esteem and self actualization, these needs when induced, the staff are motivated for higher productivity. These needs are hierarchical.

Physiological Needs: These can also be called biological needs; it has been pointed out that, in life, the administrators and the subordinates' needs, foods, sleep, good health, exercise and other necessities. For the educational administrator to take care of these needs, he should pay his staff salaries and allowances regularly and promptly, provide good accommodations, health services and recreation for the workers. It is when these needs have been met, that performance can be encouraged. The drive for other needs come when the above mentioned needs are taken care of.

Safety Needs: Human beings need security, protection safety, comfort peace and long term sustenance of their economic well-being. Educational administrators should design a good working atmosphere that is accident free to enable workers put in their best. Insurance policy covering certain accidents or work should be affected in respect of the workers. Dialogue should be used as last resort. School administrator should continue to reassure the workers at all times and trying as much as possible to avoid threat of dismissal from work.

Belongingness Needs: This is the feeling of acceptance by the administrator and colleagues in a work place. Feeling of belongingness is to be loved by all, or given the

opportunity to serve the organization is highly appreciated by people. In the educational system, administrators desiring to fulfill belongingness needs should involve the workers in decision-making process in the school. Committee system, effective communication net work and delegation of duties are the various ways of fulfilling belongingness needs by school administrators.

The Esteem Needs: The esteem needs are characterized by recognition, prestige, confidence and leadership potentials found in individuals. These are generally found in human beings in varying degrees. Educational administrators should by standard encourage their staffs. Administrators in educational system should encourage the development of esteem by giving workers the opportunity to go on further studies, conferences, seminars and workshops to update and increase their technical knowledge.

Self-actualization Needs: Self actualization needs are associated with self-fulfillment or self actualization of potentials to challenge situation, intellectual curiosity and ambition for power and authority. The theory's assumption believes that, one need emerge when the first one has been satisfied. Human beings differ in many ways, and to be able to deal effectively with varying problems and differences in human character, educational administrator must study and recognize human differences among his workers. They should also fulfill the self-actualization needs by promoting deserving workers as well as giving them leadership committees and responsibilities.

In conclusion, Maslow's hierarchy of needs theory; if properly applied will yield greater productivity hence staff will be motivated to work carefully towards achieving educational goals. An educational administrator who intends to employ Maslow’s theory

should have in-dept knowledge of the theory and its application in the system of education.

2.2 Relationship between Teachers' Salary and Teachers' Job Performance in Secondary Schools.

It is widely believed that money helps to stimulate job efforts. This is particularly true of most of the developing countries 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 lead to comfortable life. One major reason why people work is to earn income in money terms. This is needed to meet some personal and domestic need such as, clothing, feeding, payment of rent, school fees 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 it.

Salary can be described as the money that an employee receives for doing his job. Money is believed to have a great tendency of bringing out a higher performance in employee when he is adequately paid. It is believed that man is an economic being, whose attitude to work can only be influence by money (Akinwumi 2000). Wages and salaries paid to workers are important because with money, people can satisfy needs for status, security, recognition and affiliation. For example, in Nigeria, a person's social worth depends largely on the size of his earnings or acquired monetary wealth exhibited in either building raised, types of house he can afford to live in an the type of car he uses.

Ejiogu (1987) observed that what the typical low-income earning teacher yearn is a sizeable salary increase that would significantly enhance their commitment and

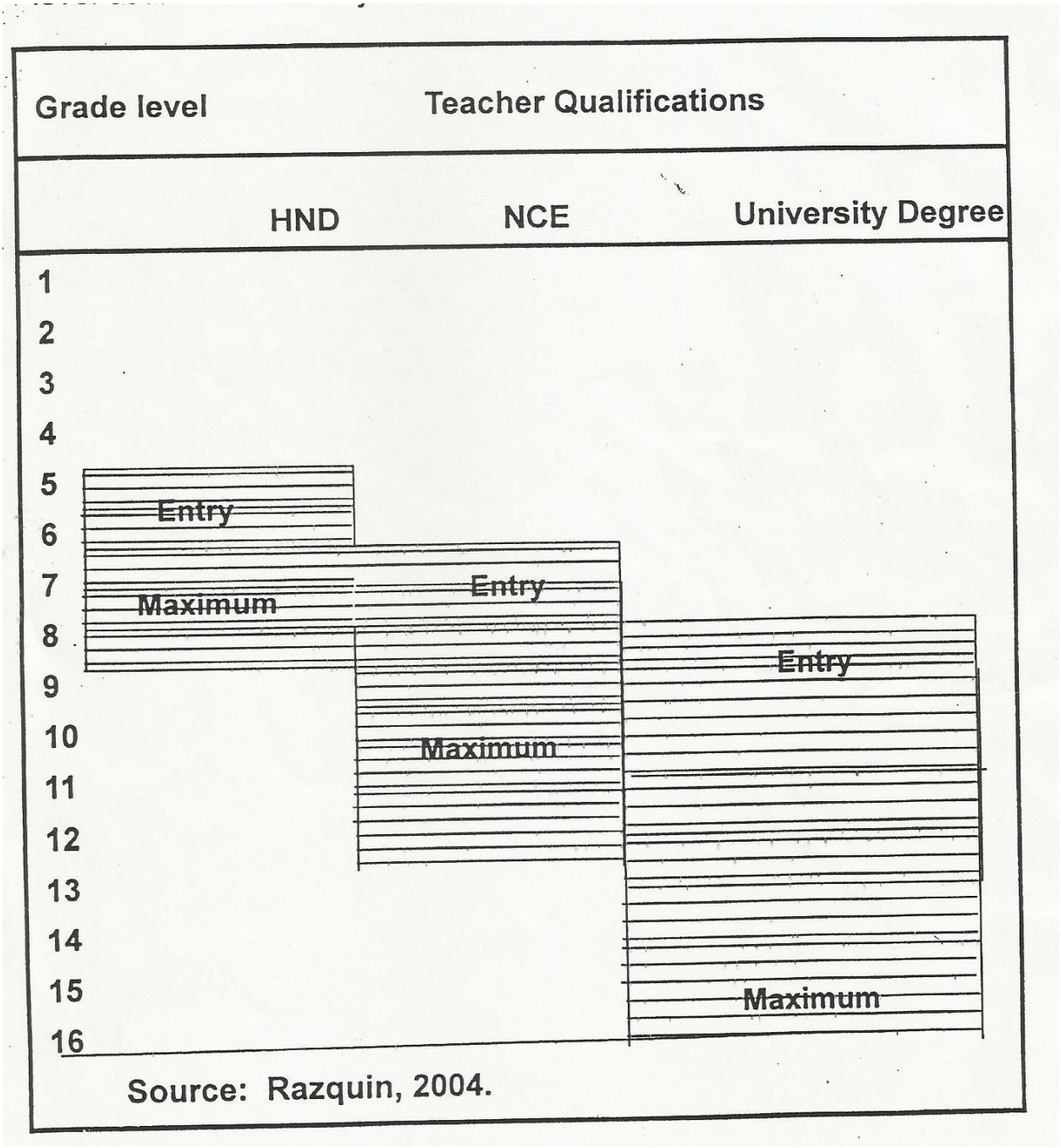
performance. He equally noted that money serve as a station symbol for those who have it and can save it, spend it conspicuously or give it generously. It has status value when it is being spend and when it is being received, it represents what employer thinks of his employees which is more than mere economic terms.

Fabiyi (2000) found out that, of all conditions of service, salary is the best predictor of teacher's 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 salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience, but are in other sectors of economy such as bankers, site engineers and nurses can be described as unfavourable.

Obanya (1999), remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. This marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-strong public servants.

He also opined that the growing tendency for school leavers to opt for teaching only, if they are unable to find other more lucrative public or private sector employment further compounded this problem of employment.

Table 2.2 **Below shows both the entry level and the Maximum each Teacher could reach salary wise**



It has been confirmed that teaching in Nigeria today is not confronted with the problem of non-availability of staff, but that of mutability (Bamisaye, 1998; Ayeni 2005). This means that though schools have more than enough number of teachers, most of them only use teaching job as a stepping stone or as an alternative, pending the time they would be able to get a better job. This is so because the conditions of service attached to teaching are not favourable.

All over the world, teachers are regarded as direct implementers of any educational programme and their roles in nation building cannot be over-emphasized. Before any nation can be transformed into technological giant, teachers would be the gratified ones who would in return give back to the nation the maximum of their intellectual capacity. The pertinent question is "Why is the profession, so noble in outlook be so abhorred by most people? The readily given answer is that there is little or virtually no job satisfaction in teaching as found in other jobs.

Ubom (2002) observed that in Nigeria, job satisfaction induce greater commitment to teaching. He added that lack of job satisfaction as a result of poor salary package and other conditions of service after employees' commitment to work and contributions to the effectiveness of organization is reduced. It has been confirmed that teaching job is devoid of satisfaction. Hence, 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 explained further confirmed 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 as determinants of job satisfaction, which in turn affect

their productivity in a positive manner. The following factors had been the ones identified as the reasons people dislike teaching job.

i. Teaching has poor salary structure or earning power. Salary is not commensurate with job and is not as lucrative as other jobs.

ii. Teaching has a 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 service, slow promotion rate due to lack of duty-post and inadequate method of promotion.

Teachers earn poor treatment by Ministry Official, particularly the inspectors who make rule 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 favorable and thus enhance worker's performance. There are various components of conditions of service which can affect employee's performance in an organization and these include the following: salary, status, working conditions promotion, fringe benefits, job security and involvement in decision-making.

2.3 Relationship between Teacher's Promotion and Teachers' Job Performance in Performance in Secondary Schools

Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment

to the organization goals.

But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Muheeb 2004). He suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status but also the needs for achievement or recognition of competence. It follows therefore that workers will strive to perform effectively in their job if they are assured that by doing so, will increase their chances of being promoted.

Therefore, receiving a desired promotion at the right time would no doubt increase the extent to which a worker is urged to carry out his work effectively. Thus, despite the fact that it is stated in article 77 section 9 of National policy of Education (2004) that promotion opportunities will be created at every educational level to allow for professional growth at each level, teachers' promotion has not been implemented accordingly. Rather than based on merit, promotion is based on favourtism, nepotism and used political weapons.

2.4 Relationship between Fringe Benefits and Teachers' Job Performance in Secondary School

A collection of various benefits provided by an employment which are exempt from taxation as long as certain conditions are met. They are benefits or compensation given to employees in addition to wages or salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, life insurance coverage. Ndu (1947) viewed the organization as an exchange system in

which reward (inducement) are exchange for work just as in a school, the teachers get salaries in exchange of their work. He explained further that an employee remain in the organization as long as he think the inducements are larger than his contribution. This is true because for example, a teacher may be induced to remain as the vice principal of a school, as a result of other fringe benefits attached to the post, such as free accommodation, free transportation and free medical services, and of course the social re-organization, which goes with the post.

It has been proved that the more one rewards workers, the harder they will work and the more or the extent to which he will respond, presumably with gratitude or loyalty by performing effectively on the job. Taiwo, (2000) stated that in addition to provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and pension plans. Adelabu (2005) expressed that cash bonuses serve as the most effective incentives that can enhance productivity most especially when such were based on productivity. He noted that where there are no cash bonuses beside the normal wages, productivity seems to be a low level.

2.5 Relationship between Staff Development/ Further Training and Teachers' Job Performance in Secondary Schools

One of the propositions of Human Capital Theorists is the training and development of manpower or human factor of production. They argued that increased productivity can only be attained when avenue for advancement and training is opened for the workforce. Both cognitive and affective training and development are necessary to complement the one of psychomotor or technical know-how. Staff development can

simply be defined as activities provided for the middle and upper management in and outside an organization. It is a teaching activity planned and initiated by an organization.

Ndu (1947) viewed staff development as that aspect in administration, which implies the training of an individual in organization to enhance his performance. When he noted that staff development is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of an organization. Teachers growth is promoted when teachers exchange ideas and when they are encouraged to test the hypotheses they establish. All activities that led to the growth of a teacher's potentials are encompassing in staff development training which is not something that is provided by the official leader for their members of the staff.

The school organization has to give the minimum training to its employees (both teaching and non-teaching) to make them at least become acquainted with the objective, policies, rules, standards, and procedures peculiar to the school organization and the particular job, The staff development training will be more profitable if it is centered on improving the school programme. He submitted further that the need for training and specifically the type of training needed is usually determined by the specific defect(s) that exits or that is anticipated in an organization. It could be inferred that a training need is an observable gap between the kind of performance or competence an employee has and the kind of performance or competence an employee is expected to have.

The types of training that can be readily available for an educational organization will include, in-service course for teachers, on-the-job training, Refresher-Training, vestibule training, conference training, off-the-job Training, Staff seminar, workshops,

induction courses etc. The principal should pay a helpful role in making sure that deserving staff go on in-service training and where there is deficiency, effort should be made to help remove it. It has been established over the year that learning is a continuous process from cradle to grave. It is expected therefore, that staff development should be part of management packages if desired result is to be achieved. Adequately qualified staff must be employed and proper monitoring system for developing human resources must be put in place to ensure effectiveness. Staff development and training should be an in-build and integral part of school system if teachers would perform their job well, motivated and get full satisfaction from their work.

2.6 Teachers' Productivity in Secondary Schools

Teachers have been described as the most recognized and indispensable human resources in the education system. They are equally regarded as the singled most important element of the school system; more important than the quality of equipments, materials, or the level of financing. Muheeb (2004) found that teachers are the initiator and facilitators of teaching and learning activities and they act as agents of changes in any school system and because of these roles they perform, they can be regarded as the heart of quality improvement strategy. It therefore follows that if teachers are to be productive, due attention must be accorded to their job satisfaction and there must be an enabling environment that can boost and improve their productivity.

He identified three factors which he regarded as criteria for productivity and these are students' examination results, absenteeism, and turnover. He further stressed that the presence or absence of each or all of the criteria is a measure of level of productivity of a

worker. Productivity is seen as a variable that depends on many other variables. Teachers' performance and effectiveness are functions not only of initial academic and professional perception but also the result of insights, academic and professional perceptional trials of the individual. In other words, ones behaviours, perception, educational level, intelligence and many more would affect one's effective performance. Furthermore, he optioned that teachers' productivity is an index used to describe teachers' effectiveness and efficiency with regards to the relationship between the characteristics of teaching acts and the effect they have on the educational outcome through classroom teaching. Oluchukwu (2000) expressed that productivity is a resultant effect of the internally of three types of resources and they include physicals, financial and human resources. He opined that in order to enhance and improve productivity, human must be well understood and affected positively.

Productivity according to him has to do with result measurement and he described performance measures as those ratings used in evaluating employee, which include teachers' productivity, rate of giving extra-lessons to students, teacher student relationship, changing teaching/learning process and above all, students' academic performance on the job is value to the organization and this is determined through productivity.

2.7 Measurement of Teacher's Performance in Secondary Schools

Teacher's performance and productivity is measured by relating teacher's behaviours with the duties and responsibilities expected of them within the school system and which are crucial to their actualization of set educational objectives. Baike (2002) asserted that teachers' performance and productivity is determined by the following:

i. Effective teaching measured by students' academic performance in examination

ii. Punctuality at school and class

iii. Giving extra lessons to the students

iv. Contribution to the progress of the school through participation in co-curricular activities and committee assignment as may be given by the principal.

Taiwo (2002) postulated that a teacher is said to be productive when he excites students towards "growth and development". Teachers productivity as demonstrated in the classroom is jointly measured through the senior certificate examination results. Another way through which teacher productivity can be measured is teachers' individual financial management under school budget and it could be based on perception of those in authority; taken into consideration some quantifiable data.

2.8 Empirical Studies

The hypothesis which states that there exists a relationship between promotion and teacher's job performance, salaries and teachers' job performance as well as conditions of service and teachers job performance in Kogi States secondary schools were accepted. This shows that prompt promotion and lucrative salaries given for teachers couple with ability by management to satisfy its teachers' performance and it seems to be general assumptions that employees who are happy with their job should also be more productive at work, (Alimi, 2002), Nathan (2008) reported that from thousands of employees in a cross section of jobs – blue collar and white collar, prove that although job satisfaction and job performance do correlate, one does not cause the other.

Even researches according to him get confused of how the two things connect. To him, conditions of services and performance are related because each is the result of

employee personality. By personality, Bowing pointed to such characteristic as self-esteem, emotional stability extroversion and conscientiousness. Studies showed that employees who have an overall negative attitude to all things in life likely wont find job satisfaction, regardless of performance, because of their personality traits, emotional stability matters a lot. He said "people who tend to be anxious depressed typically wont find satisfaction no matter how many jobs they try". The same goes for those with low self-esteem, he added, studies show that employees with high esteems tend to be more satisfied with their jobs than those who do not have that level of confidence. He contended that in his words "simply put work place interventions designed to improve performance by exclusively targeting employee satisfaction are unlikely to be effective". So how can you have both according to him? There are ways selected by employees who will be successful. Bowing said studies showed that intelligence is one of the things that derives the performance". And solid performing employees also exhibit a high level of conscientiousness. Those who are detail-oriented and hard workers and who set goals (Seattle post-intelligence).

Porter and Lawler (1968) have made tremendous efforts in analyzing this proposition (performance causes satisfaction), when they said that satisfaction, rather than being a cause, is an effect of performance; that performance causes satisfaction. They buttressed further differential performance determines rewards which give rise to variation in employees expressions of job satisfaction.

Here, they are envisaging that reward is the key that regulates or moderates between conditions of service and performance.

Locke (1976) argues that the conditions under which high productivity would lead to high satisfaction is:

1. Under which high productivity lead to the attainment of the individual's important job values such as, promotion, recognition, high earnings, success and achievement.
2. When such productivity was not attained at such a high cost as to undermine the pleasure of its attainment e.g. fatigue or to negate other values.

Usman (2004) found an overall correlation of +0.23, +0.31 for superiors and above, +0.15 for those at low lower levels. And the most fascinating thing about the findings was that the correlation is greater for those in supervisory or professional jobs. In these jobs, performance depends less on external pressures like wage, incentives or assembly or assembly –line speeds and more on motivation, creativity and helpfulness.

In another study, conducted on the topic job satisfaction in tertiary institution; a case study of Atiku Abubakar College of Legal and Islamic Studies (AACOLIS), Nguru, Yobe State, Ibrahim (2001) has studies the relationship between salary and staff motivation to increase productivity in AACOLIS. The study was a survey research design and as the researcher put it. The data collected were presented in a table form and uses not too much sophisticated statistics but rather descriptive statistical methods of analysis such as percentages were used. The qualitative data extracted from the interviews conducted were used to facilitate analysis and understanding of how salary administration, fringe benefits and employees' consultation contribution to staff motivation and higher productivity in discharging their duties. The finding of the research have shown that there is high level of satisfaction by the staff of Atiku Abubakar College of Legal and Islamic Studies, Nguru in particular and Vis-à-vis application to

Borno State tertiary institutions that a result of the implementation of the said controversial CONTISS (46 salary structure). The satisfaction stems from the value workers place on their take-away home. The research found that there was partially less complaint about their purchasing power occasioned by the new salary structure even in the face of the current galloping inflation in the Nigerian economy; and the last finding which perhaps is the major findings in the research and relevant to our present study is that increased salary serves as the major and strongest motivational aspect which leads to workers putting in their best in their various unit of work within the academicals circle and the school in general. It is the contention of the research study that increases in salary has a strong correlation with workers' productivity. On the other hand, there was a study by.

Eton (1984) on the relation between job satisfaction and absenteeism, and contrary to the most upheld view that satisfied workers are expected to turn up early to receive the benefits which they enjoy at work place. Infact, the average correlation is quite low: - 0.09 in one meta-analysis. This shows that a satisfied worker is not necessary a hard worker or a better worker. And same applied to performance. The study buttressed that the relationship is greatest with satisfaction for pay and promotion.

2.9 Summary

From the review of literature related to this study, various authors, researchers and educational managers agreed that favourable conditions of service plays a significant role in enhancing teachers' productivity.

Conditions of service when favourable constitute an important aspect of teachers; motivation. It could be described as the totality of all compensations and welfare

packages (including teachers salaries) that serve as catalyst that make workers show the right attitude to their duty and thereby contribute their best towards the achievement of organization goals. In a situation where salary packages are not adequate, employees' performance sabotage strike actions and decrease in productivity. Some of the factors responsible for abandoning teaching for other jobs include poor salary, poor housing condition, irregular or non payment of fringe benefits and poor promotion, motility to own a car and or house, inadequacy of income and low prestige in the society.

Teachers' productivity according to various literature reviewed is measured through both curricular and co-curricular activities which include punctuality and absence, teaching mode, classroom management, students achievement in external examinations, contribution to school life and interpersonal relations. It is believed that employees would be motivated to perform, if they are aware that their performance would bring benefits such as pay, promotion, praise, recognition etc. The waves of protests and strikes coupled with low morale exhibited by teachers can best be managed if their salaries and other conditions of service are favourable enough to meet individual needs. Improvement of teachers' salaries and other conditions of service are a promising way of increasing teachers' morale, making the profession more attractive enhancing retention of teachers and improving quality of teaching and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures employed for the study. The presentation was organized under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample and Sampling Techniques

3.4 Instrumentation

3.5 Validity of the Instrument

3.6 Pilot Study

3.7 Reliability of the Instrument

3.8 Procedure for Data Collection

3.9 Procedure for Data Analyses

3.1 Research Design

The study adopted a descriptive survey design. According to Parkidisi (2003) A survey is a general procedure of collection of data from a selected sample of a population to describe the condition of the general population through simple random sampling techniques and the result obtained was used to generate data from the selected population of the study. This assertion is supported by Offo (2001) who defined survey as the structure that guides the researcher on the procedure for generating data and provide the basis upon which the generated data is analyzed. Fajemidagba (1995) described a descriptive research design as exploration of an observed phenomenon or describing a precise form of the characteristics of individuals, group of people of phenomenon in

education.

3.2 Population of the Study

Khan (1986:11) defined population as "any group of individuals that have one or more characteristics common that is of interest to the researcher. It may be all individuals of a particular type or more restricted part of that group". The population of this study is comprises of only academic staff including senior and junior drawn from six (6) secondary schools under study. The target population of the study was 386 out of which six (6) principals, six (6) teachers and six inspectors from the State Ministry of Education. The distribution of the population of the study is shown below.

Table 3.1 Population of the Study

Number of Zones	Number of School	Number of Principal	Number of Teachers	Number of supervisor
Kogi East	131	27	72	50
Kogi Central	36	27	71	18
Kogi West	83	27	71	18
Total	**250**	**81**	**215**	**86**

3.3 Sample and Sampling Techniques

Sampling is the process of selecting elements from the population in such a way that the sampled elements selected represents the population. This study was carried out using simple random sampling procedure because it was not feasible to cover the entire Secondary Schools in the area due to constraints like money, time, material resources among others. Target population consisted of 250 secondary schools with a total population of 215 teachers as the teaching staff strength and 86 State Ministry Officials. But for the purpose of this study, 6 schools were selected through the use of simple random sampling. Two (2) schools each form three educational zones (Kogi East, West and Central).

3.2 Sample of the Study

Sampled Educational Zone	No. of Schools	No. of Principals	No. of Teachers	No. of Ministry Officials
Kogi West	83	27	72	50
Kogi Central	36	27	71	18
Kogi East	131	27	71	18
Total	**250**	**81**	**215**	**86**

3.4 **Instrumentation**

The research instrument used for this study was questionnaire constructed with the help of my supervisor. Suggestions given by him have been adopted and incorporated into the instrument. It was designed to determine whether Conditions of Services have any positive influence on teachers' job performance in secondary schools in Kogi State. The instrument contained 50 items and were designed for principals, teachers and inspectors in order to meet the objectives of the study.

3.5 **Pilot Study**

A total number of six (6) schools were used for this study, two schools each from the three educational zones that were randomly selected. Structured questionnaire was administered to six principals, six teachers and six inspectors form the State Ministry of Education.

3.6 Validity of the Instrument

The Validity of an instrument is the extent to which the instrument is able to precisely measure what it was designed to measure. A number of steps were taken by the researcher to make the instruments valid. Face and content validity of the questionnaire

was assumed through comments from experts in educational administration and planning, lecturers within and outside the educational management department, and experts in measurement and evaluation in the faculty of Education in Ahamdu Bello University. Finally, the constructive criticism, advice and suggestions of supervisors were seriously considered to ensure the validity of the instrument.

3.7 Reliability of the Instrument

Reliability is the degree of consistency between two measures of the same thing. Operationally, to test for reliability of the instrument used, pilot study was carried out on 12 teachers randomly selected form the six schools in the area under study. The result obtained were correlated to know the reliability of the instrument using Pearson Product Moments Corelations statistic method. The obtained reliability co-efficient was 0.85 against the back drop of the accepted standard of 0.05. This showed that the instrument was reliable for the study.

3.8 Procedure for Data Collection

In this study, the researcher personality visited each of the sampled secondary schools and administered the questionnaires on the respondents. The completed questionnaires were collected from the principals and teachers in their schools by the researcher. This method facilitated high rate of return and effectiveness in the administration of questionnaires. Data was generated from the completed questionnaires which were subjected to analysis. Also some ministries were visited (Federal Ministry of Education and The State Ministry of Education) to interview some stake holders to obtain some vital information that were also analyzed along with the questionnaires.

3.9 Methods of Data Analyses

The analysis of the data was based on the data collected through the use of questionnaire. The data were processed with the help of computer to obtain means and standard deviations used for descriptive analysis. The researcher employed the Pearson Product Moment Correlation (PPMC) statistical methods for the analysis for testing the hypotheses also the (PPMC) method was used at 0.05 level of significance and to measure the availability and relationship between conditions of service and teachers' job performance.

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION OF DATA ANALYSIS.

4.1 Introduction

This chapter discusses the analysis and interpretation of the data collected through questionnaire. In the course of the analyses of the data, tables of frequencies and percentages were used. The demographic characteristics of the respondents are presented in tables of frequencies and percentages. The responses of the teachers, the principals and the supervisors who are the respondents to this study on several questions and testing of research hypotheses form the basis of the analysis in this chapter. Consequently, the analysis is presented in phases or sections. Section one (1) is analysis of the personal data, section two (2) is on the answering of research questions, section three (3) is on testing the research hypotheses, section four (4) is discussion on findings while section five (5) is the summary of its major findings.

4.2 Analysis and Interpretation of Data

Table 4.1. **Distribution of Respondents by Gender**

Gender	**Frequency**	**Percentage**
Male	279	72.3%
Female	53	27.7%
Total	**386**	**100**

Details of table 4.1 revealed that 279 of the sampled respondents representing72.39% are males while the remaining 53 representing 27.7% are females. The dominance of the male respondents both as teachers, principals and supervisors is a

reflection of the population imbalance in occupational distribution which is in favor of males.

Table 4.2: Distribution of Respondents by Qualification..

QUALIFICATION	**Frequency**	**Percentage**
M.ed	72	18.7%
B.ed	240	62.2%
Nce	**54**	**14.0%**
Others specify	**16**	**100%**
Total	**386**	**100**

The table 4.2 above represents the qualification of respondents, it indicate that respondents with M.ed are 72 representing 18.7%, those with the B.ed are 240 respondents representing 62.2%, the respondents who have Nce are 54 representing 14.0% while those with related qualifications are 16 respondents. This distribution shows that that the entire respondents are duly qualified to give relevant information on the study.

Table 4.3: Distribution of Respondents by Status

Status	**Frequency**	**Percentage**
Teacher	215	55.7%
Principal	81	21.0%
Supervisor	86	22.3%
Total	**386**	**100%**

The table 4.3 above shows the distribution of respondents by status, it that indicate that the teachers enjoy the dominant position as 215 teachers representing 55.7% gave their opinion to the various issues raised in this study. This is followed by the supervisors who are 86 respondents representing 22.3% and the principals who are 81 representing 21.0%. the combination of these group of respondents is to enable the researchers have quality information on the issues under consideration.

4.4: **Analysis of Research Questions**

1. **RESEARCH QUESTION ONE**. Relationship between salaries and job performance of teachers in secondary schools in Kogi State.

TABLE 4.5 Relationship between Salaries and Job Performance of Teachers in Secondary Schools in Kogi State.

Table 4.5

S,n	Items	RESPONSES					Mean	SD
		SA	A	UD	D	SD		
1	Delay in payment of teachers salary negatively affects teachers job performance	133 34.5%	185 47.9%	9 2.3%	4 1.0%	55 14.2%	4.078	.9113
2	Teacher's job performance is affected when salaries are not paid.	323 83.7%	57 14.8%	0 0%	2 .5%	4 1.0%	4.474	.819
3	Payment of leave bonuses enhances teachers job performances	98 25.4%	205 53.1%	0 0%	65 16.8%	18 4.7%	3.423	1.285
4	Prompt payment of retirement benefits enhance teachers job performance.	145 37.6%	139 36.0%	70 18.1	32 8.3%	0 0%	3.983	1.063
5	Regular payment of fringe benefits enhances teachers job performances	216 56.0%	145 37.6%	7 1.8%	18 4.7%	0 0%	4.053	1.026
6	Regular payment of salaries enhances teachers to settle out-standing debts and also enhances their job performances.	196 50.8%	179 46.4%	7 1.8%	4 1.05	0 0%	4.331	.9113
7	Regular payment of hospital and medical allowances enhances job performances	41 10.6%	243 63.0%	0 0%	54 14.0%	48 12.4	4.405	.7992
8	Teachers pay the school fees of their children promptly due to regular payment of their salaries	189 49.0%	112 29.0%	0 0%	72 18.7%	9 2.3%	3.985	1.063
9	Payment of teachers salaries is better than before	66 17.1%`	2065 3.4%	4 1.0%	73 18.9%	37 9.6%	1.871	.645
10	The new salary scale for teachers is adequate and will improve teacher's job performance.	77 19.9%	81 21.0%	56 14.5%	103 26.7%	69 17.9%	1.978	.864

Response rate as presented in table 4.10 shows the responses of the respondents on the relationship between prompt payment of salary and staff job performance in secondary schools in Kogi state. Majority of the respondents totaling 318 representing 79.4%agreed to the assertion that delay in the payment of salary negatively affects their job performance. In the same vein majority of the respondents totaling 380 out of 386 representing 98.5% agreed and strongly agreed to the assertion that teacher's job performance is affected when salaries are not paid. Majority of the respondents agreed that prompt payment of salary to workers help to enhance staff job performance. This is indicated in the position that about 375 respondents representing 97.2% of the entire

respondents agreed that regular payment of salaries enhances teachers to settle out-standing debts and also enhances their job performances. when salary is paid promptly, it enhances job performance of staff.

RESEARCH QUESTION TWO: Relationship between promotion and job performance of teachers in secondary schools in kogi state.

Table 4.6

S,n	Items	RESPONSES					Mean	SD
		SA	A	UD	D	SD		
1	Prompt promotion of teachers enhances their job performances in secondary school.	255 66.1%	59 15.3%	14 3.6%	58 15.0%	0 0%	4.492	.887
2	Irregular promotion of teachers affects their job performances.	168 43.5%	180 0%	0 0%	38 9.8%	0 0%	3.214	.975
3	Unilateral promotion of teachers by principals affects their job performances.	10 2.6%	153 39.6%	155 40.2%	68 17.6%	0 0%	3.873	1.385
4	Promotion is done in conjunction with the ministry of education officials in my school to encourage teachers job performance.	54 14.0%	308 79.8%	14 3.6%	8 2.1%	2 .5%	4.419	.874
5	Discriminatory promotion of teachers affect their job performance in secondary schools.	156 40.0%	212 54.9%	0 0%	10 2.6%	8 2.1 %	4.324	.9211
6	Promotion through written examinations enhances teachers job performance.	76 19.7%	224 58.0%	18 4.7%	44 11.4%	24 6.2 %	3.854	1.206
7	Improvement in the promotion of teachers in my school enhances their job performance.	78 20.2%	221 57.3%	53 13.7%	22 5.7%	12 3.1 %	4.061	.9114
8	Promotion through the approval of principal enhances teachers job performances in secondary schools.	52 13.5%	98 25.4%	69 17.9%	167 43.3%	0 0%	3.95	1.082
9	Promotion in my school is based on merit to encourage teacher's job performance.	94 24.4%	144 37.3%	71 18.4%	75 19.4%	2 .5%	4.204	.9780
10	Regular promotion in my school enhances teachers job performance.	90 23.3%	272 70.5%	0 0%	24 6.2%	0 0%	4.051	.9134

Response rate as shown on table 4.5 above revealed that prompt promotion of teachers lead to job performance. This fact is vindicated by the fact that majority of the respondents totaling 314 representing 81.4% agreed and strongly agreed to this assertion.

In the same vein item No 2 on the respondents questionnaire posits that irregular Prompt promotion negatively affects staff job performance, in this regard the respondents opinion shows that 168 respondents representing 43.5% strongly agreed to this statement while 180 respondents representing 38.9 agreed to it. This indicates that majority of the respondents have agreed to this item statement. In the same vein, respondents have affirmed in their responses that discriminatory promotion of teachers negatively affects their job performance in secondary schools. This is indicated in the fact that 156 representing 40.0% strongly agreed and 212 representing 54.9& agreed. From the responses of the respondents above it clearly indicates that there is a relationship between regular promotion of academic staff and prompt promotion to that of staff job performance.

RESEARCH QUESTION THREE: Relationship between fringe benefits and job performance of teachers in secondary schools in kogi state.

Table 4.7

S/no	Items	RESPONSES					Mean	SD
		SA	A	UD	D	SD		
1	Teachers are given loans to boost, it helps their job performance in secondary school	44 11.4%	192 49.7%	13 3.4%	69 17.9%	68 17.6%	3.961	1.034
2	Duty tour allowances paid total enhances teachers job performances	48 12.4%	275 71.2%	11 2.8%	44 11.4%	8 2.1%	4.354	.9872
3	Medical allowances given to teachers to improve their job performances	62 16.1%	219 56.7%	67 17.4%	38 9.8%	0 0%	4.406	.9765
4	Position free drugs and medical treatments are given to teachers and their families.	40 10.4%	137 35.5%	74 19.2%	42 10.9%	93 24.1%	3.894	1.768
5	Availability of free accommodations for teachers to improves their job performances.	125 32.4%	132 34.2%	85 22.0%	8 2.1%	36 9.3%	3.901	1.133
6	Amenities such as water, light provided for teachers enhance their job performances	121 31.3%	223 57.8%	4 1.0%	12 3.1%	26 6.7%	4.472	.8292
7	Welfare packages given to teachers encourage their job performances.	143 37.0%	201 52.1%	2 .5%	40 10.1%	0 0%	3.981	1.072
8	Car loans, soft loans are given to teachers improve their job performance.	174 45.1%	69 17.9%	70 18.1%	73 18.9%	0 0%	2.765	1.897
9	More staff quarters are built in schools to accommodate newly posted teachers enhances their job performance.	54 14.0%	60 14.0%	183 47.4%	89 23.1%	0 0%	2.664	1.982
10	Transport allowances given to teachers going for trainings and seminars to improve their job performance.	54 14.0%	242 62.7%	7 1.8%	69 17.9%	14 3.6%	4.462	.8961

Response rate as revealed in table 4.7 examines the relationship between fringe benefits and the performance of academic staff in secondary schools in Kogi state. Majority of the respondents agreed that kogi secondary schools are given loans to boost their performance. This is indicated in the fact that 44 respondents representing 11.4% strongly agreed and 192 representing 49.7% agreed to this assertion. In the same vein majority of the respondents has strong belief that duty tour allowances are paid to Kogi teachers to enhance their job performances, 48 respondents representing 12.4% agreed and 275 representing 71.2% have strongly agreed to this assertion. Welfare packages are provided to teachers to encourage enhances their performances on the job. To these 143 respondents representing 37.0% agreed and 201 respondents representing 52.1% strongly

agreed with the highest means response of 3.0527. In the same vein majority of the respondents lend support to the assertion that their institutions provide soft loans for worker as a way to motivate or encourage them to maximize their performance. In this regard majority of the respondents totaling about 139 representing 40% with the mean response of 2.7895 edge other contrary responses. On the item questionnaire which posits that more staff quarters are built in schools to accommodate newly posted teachers enhance their job performance. Hence there is high productivity and performance on the part of workers. In this regard majority of the respondents totaling about 54representing 14.3% with the mean response of 2.9327 outweigh the contrary responses of other respondents. This goes to show that there is relationship between fringe benefits and staff job performance.

Hypothesis 4 state that there is no significant relationship between conditions of service and job performance of teachers.

Table 4.8: RELATIONSHIIP BETWEEN STAFF DEVELOPMENT AND TEACHERS JOB PERFORMANCE.

S,no	Items	RESPONSES					Mean	SD
		SA	A	UD	D	SD		
1	Academic staff are sponsored to go for conferences to improve their job performances	112 29.0%	144 37.3%	69 17.9%	8 2.1%	53 13.7%	3.976	1.968
2	Newly employed staff are given orientation to enhance their job performance	94 24.4%	280 72.5%	0 0%	12 3.1%	0 0%	4.071	.9914
3	Organizing symposium for both academic and non-academic staff improve their job performance	112 29.0%	169 43.8%	85 22.0%	20 5.2%	0 0%	3.381	1.564
4	The school principal encourages experienced staff to mentor less experienced staff to enhance good job performance.	98 25.4%	156 40.4%	122 31.6%	10 2.6%	0 0%	3.564	1.6743
5	Organizing seminar for both academic and non-academic staff for better job performance	138 35.8%	159 41.2%	69 17.9%	20 5.2%	0 0%	3.476	1.675
6	Encouraging staff to go for workshop improve their job performance	157 40.7%	215 55.7%	0 0%	14 3.6%	0 0%	3.452	1.876
7	Training academic staff in their own discipline influence job performance.	111 28.8%	253 65.5%	2 .5%	20 5.2%	0 0%	4.043	.9881
8	Encouraging non-academic staff to go for training increase their job performance	52 13.5%	322 83.4%	2 .5%	10 2.6%	0 0%	4.531	.986
9	Academic staff to go for specialization enhances job performance.	105 27.2%	363 68.1%	2 .5%	14 3.6%	2 .5%	4.996	.898
10	Encourage academic staff to go for in-service training increase job performance.	113 29.3%	249 64.5%	0 0%	16 4.1%	8 2.1%	3.781	.797

In line with table 4.8 above on the relationship between staff development services and staff job performance, to an overwhelming majority of the respondents totaling 256 representing 66.3% are of the firm believe that academic staff of secondary schools in Kogi state are sponsored to go for conferences to improve their job performances. Attending conference, seminars and workshop increases academic staff job performance. Majority of the teachers who attend seminar, conference and workshops do not do so only on financial benefits attached to it but gain new ideas in order to be able to upgrade their knowledge which will enhance their job performance in their area of disciplines. Equally most of the respondents totaling 94 representing 24.4% strongly

agreed and 280 representing 72.5% agreed that newly appointed teachers are given orientation to enhance their job performance. Most importantly to staff development, the academic and non-academic staff are encouraged to go for training and specialized training to enhance their job performance received considerable agreement. It is on the basis of these responses that significant relationship is established between staff development services and staff job performance.

Hypothesis five: the hypothesis state that there is no significant relationship between conditions of service and retirement benefits.

RELATIONSHIIP BETWEEN RETIREMENT BENEFITS AND TEACHERS JOB PERFORMANCE

Table 4.9

S,no	Items	RESPONSES					Mean	SD
		SA	A	UD	D	SD		
1	Any remuneration for work done paid to teachers enhance job performance	74 19.2%	290 75.1%	0 0%	18 4.7%	4 1.0%	3.981	1.045
2	Prompt payment of any annual leave due to an employee increase job performance.	90 23.3%	245 63.5%	7 1.8%	4411.4 %	0 0%	4.023	.897
3	Any notice paid to an employee promptly increase job performance	82 21.1%	149 38.6%	96 24.9%	59 115.3%	0 0%	2.674	.7812
4	When teachers are given certificate of service at retirement, it help increase job performance.	36 9.3%	123 31.9%	97 25.1%	130 33.7%	0 0%	3.786	.9851
5	Monitoring benefits to ensure conformity of regular payment by appropriate ministry improve job performance.	36 9.3%	276 71.5%	44 11.4%	30 7.8%	0 0%	3.574	.8951
6	Severances paid to any employee who is qualified for it help job performances.	115 29.8%	162 42.0%	29 7.5%	80 20.7%	0 0%	2.453	.7851
7	Encouraging teachers to contribute to monthly basis through some pension board towards their retirement benefits help job performance.	67 17.4%	178 46.1%	79 20.5%	62 16.1%	0 0%	2.874	.8651
8	Advising teaches to see that all their papers are complete toward the collection of their retirement benefits help job performance.	63 16.3%	190 49.2%	79 20.5%	54 14.0%	0 0%	2.0675	.6574
9	Paying teachers that are warming up for their retirement benefits as part of their pension contributions encourage job performance.	97 25.1%	112 29.0%	150 38.9%	27 7.0%	0 0%	2.751	.7543
10	Teachers are paid their retirement benefits at the end of their retirement on monthly basis and it improves job productivity.	21 5.4%	100 25.9%	68 17.6%	64 16.6%	133 34.5%	2.056	.8975

Responses rate as shown on Table 4.9 above in respect of retirement benefits and staff job performance indicates that not all allowances are included in the retirement benefits, thus the resultant effects on their job performance. Majority of the respondents totaling 165 with the mean response of 3.1930 strongly agreed and agreed to this

assertion. In the same vein, the treatment of retirees of the institution affects their job performance, majority of the respondents totaling 164 with mean response of 3.2251 disagree to the assertion that the treatment of retirees of the institutions affect staff job performance.

4.3: **TEST OF NULL HYPOTHESES**

Hypothesis one: There is no significant relationship between staff job performance and prompt payment of salary.

Table 4.10 Pearson product Moment correlation (PPMC) statistic on the relationship between job performance of staff and prompt payment of salary.

	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. Rule
Job performances of staff	386	237.155	28.068					j.
Prompt payment of Salary	386	36.684	5.191	.723**	.195	384	.000	

**Correlations is significant at the 0.01 level (2-tailed)

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:10, significant relationship exists between job performance of staff and prompt payment of salary. Reason being that the Pearson product Moment Correlation calculated correlation index value of ..773** is higher than the critical r value of .195, while the calculated level of significant (p) value of .01 is less or equal to 01 level of tolerance: Hence the null hypothesis is hereby rejected.

Hypothesis two: there is no significant relationship between staff job performance and promotion.

Table 4.11:Pearson product Moment correlation (PPMC) statistic on the relationship between job performance of staff and promotion.

	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. rule
Job performances of staff	386	237.155	28.069					j.
Promotion	386	34.225	5.191	.819**	.195	384	.000	

**Correlations is significant at the 0.01 level (2-tailed)

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:11, significant relationship exists between job performance of staff and promotion, Reason being that the Pearson product Moment Correlation calculated correlation index value of .819 is higher than the critical r value of .195, while the calculated level of significant (p) value of .01 is less or equal to 01 level of tolerance: Hence the null hypothesis is hereby rejected.

Hypothesis three: there is no significant relationship between staff job performance and fringe benefits.

Table 4.11: Pearson product Moment correlation (PPMC) statistic on the relationship between job performance of staff and fringe benefits.

	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. rule
Job performances of staff	386	237.155	28.0679					j.
Fringe benefits	386	32.464	32.464	.515**	.195	384	.000	

**Correlations is significant at the 0.01 level (2-tailed)

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:12, significant relationship exists between job performance of staff and fringe benefits. Reason being that the Pearson product Moment Correlation calculated correlation index value of .248 is higher than the critical r value of .195, while the calculated level of significant (p) value of .01 is less or equal to 01 level of tolerance:

Hence the null hypothesis is hereby rejected.

Hypothesis four: there is no significant relationship between staff job performance and staff development.

Table 4.12: Pearson product Moment correlation (PPMC) statistic on the relationship between job performance of staff and staff development.

	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. rule
Job performances of staff	386	237.155	28.068					j.
Staff development	386	36.163	6.382	.884**	.195	384	.000	

**Correlations is significant at the 0.01 level (2-tailed)

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:13, significant relationship exists between job performance of staff and staff development. Reason being that the Pearson product Moment Correlation calculated correlation index value of .248 is higher than the critical r value of .195, while the calculated level of significant (p) value of .01 is less or equal to 01 level of tolerance: Hence the null hypothesis is hereby rejected.

Hypothesis five: there is no significant relationship between staff job performance of teachers and retirement benefits.

Table 4.13: Pearson product Moment correlation (PPMC) statistic on the relationship between job performance of staff and retirement benefits.

	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. rule
Job performances of staff	386	237.155	28.068					j.
Retirement benefits	386	33.189	7.083	.839**	.195	384	01	

**Correlations is significant at the 0.01 level (2-tailed)

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:14, no significant relationship between job performance of teachers and terminal benefits. Reason being that the Pearson product Moment Correlation

calculated correlation index value of .248 is higher than the critical r value of .195, while the calculated level of significant (p) value of 01 is more than 01 level of tolerance:

Hence the null hypothesis is hereby accepted.

4.4: Summary of Hypothesis

No	Hypothesis statement	Statistical Test	Level of Significant	Probability	Conclusion
H_{O1}	There is no significant relationship between teachers' job performance and prompt salary payment in secondary schools	PPMCC	0.195	0.01	Retained
H_{O2}	There is no significant relationship between teachers' job performance and promotion in secondary schools	PPMCC	0.819	0.01	Retained
H_{O3}	There is no significant relationship between teachers' job performance and fringe benefit in secondary schools	PPMCC	0.248	0.01	Retained
H_{O4}	There is no significant relationship between teachers' job performance and staff development in secondary schools	PPMCC	0.248	0.01	Retained
H_{O5}	There is no significant relationship between teachers' job performance and terminal benefits in secondary schools	PPMCC	0.248	0.01	Not Retained

4.4 Summary of Major Findings

1. There is a significant relationship between salary and job performance of teachers in Kogi State because teachers are satisfied with their pay package of salary.

2. There is a relationship between prompt promotion of teachers and job performance because promotions provide opportunities for teachers personal growth, increased responsibilities and increased social status.
3. There is significant relationship between fringe benefits and job performance of teachers because it brings about teachers' higher performance.
4. Significant relationship has also been established between staff development and job performance of teachers in Kogi State because it enhances teachers fresh ideas and knowledge.
5. No significant relationship exist between terminal benefits and teachers' job performance in Kogi State.

4.5. Discussion of Findings.

The analysis of the data collected for this study provided 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 Kogi state. The study is made of a sample of 386 respondents comprising of teachers, principals and supervisors in secondary schools in kogi state on various issues relating to conditions of service and teachers performance whose responses were analyzed in three sections of this chapter, this section discuss the findings as they conform or disagree with opinions of some authorities cited in the literature review.

Prompt payment of salary to workers in any organization is very vital to effective staff job performance. This explains why the respondents views shows that the prompt payment as salary helps to enhance job performance in my institution which explain the existence of significant relationship between prompt payment of salary and staff job

performances to buttress the high relationship between these variables, over 70% of the respondents agreed that staff job performance will be guaranteed with prompt payment of salary to workers. In the vein, the respondents agreed that they are satisfied with their pay package and this will help to enhance their job performance. About 50.6% of the entire respondents agreed to this position. It is widely believed that remuneration and earnings are a cognitively complex and multidimensional factor in job performance. Prompt payment of salaries does not only assist people to attain their basic needs but are also instrumental in satisfying the higher level need of people. In this perspective, when people are emotional happy as a result of their financial position they will put in their best to achieve their organizational goals through improved performances.

Majority of the respondents accounting for over95% are of the view that, regular promotion of staff lead to job performance. Promotion is seen as increased responsibilities, enhanced status, prestige coupled with increment in the pay package it helps to boost staff moral and motivate them to work harder, thereby enhancing productivity and efficiency. In the words of Otu (2003) promotion is a positive way of rewarding people for their efforts and services. It is on the basis of this that, She posited that an opportunity for promotion appears to have a significant correlation with job performance. Therefore employees can apply promotions as a compensation factor for higher performance developing an encouragement for them to do their superior efforts. To these end employees opportunities for promotion are likely to exert an influence in their job performance.

In the second hypothesis, significant relationship exists between fringe benefits and job performance of staff. In this development, majority of the respondents accounting

for over Majority of the respondents agreed that their institutions provides a lot of fringe benefits to workers which help to enhance their performances on the job. To this 57 respondents representing 15.75 strongly agreed and 101 respondents representing 29.5% agreed with the highest means response of 3.0527. in the same vein majority of the respondents lend support to the assertion that their institutions provides soft loans for worker as a way to motivate or encourage them to maximize their performance. The purpose of given benefits to workers is to among other things, increase the economic security of employees, motivate them to improve productivity and cushion the effect of hardship. There are various ways of rewarding employees other than their salary. In the sense that different motivating elements in the likes of promotion and bonuses and suitable payment compensation have significant connection with higher performance.

Lastly, significant relationship has also been established between staff development and job performance of staff. According to an overwhelming majority of the respondents 270 representing 79.0% are of the firm believe that attending conference, seminars and workshop increases academic staff job performance. Majority of the lecturers who attend seminar, conference and workshops do not do so only on financial benefits attached to it but gain new ideas in order to be able to upgrade their knowledge which will enhance their job performance in their area of disciplines. Equally most of the respondents totaling about 246 representing 71.9% affirmed that they learned a lot from workshops which lead to high job performance. Researches are conducted daily and new grounds are broken, fresh ideas and knowledge, ideas and facts emerged and render existing knowledge obsolete. This therefore calls for renewal of knowledge, ideas and

facts through training and retraining attending conferences, seminars and workshops to keep to the dynamics of the society and enhancing job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the work, in addition it present conclusion drawn from the study. The chapter finally presented some workable recommendations arising from the findings for subsequent practical implementation of policies that will help to enhance proper motivation of teachers of secondary schools for greater productivity. Suggestions for further studies are equally provided in this concluding chapter.

5.2 Summary

The research work investigated the relationship between conditions of service and teachers' job performance in secondary schools in Kogi State Nigeria. The study has five objectives, five research questions and five null hypothsis that were formulated.

In Chapter two there was review of related literature, and in chapter three researcher adopted descriptive survey design in which six principals, six teachers and (6) inspectors from the state ministry of education were involved out of the 386 which is the total population using the simple random sampling to select the target population. Fifty structured questionnaire was used for data collection, using weighted means score. Null hypotheses one to five were tested using Pearson Product Moment Correlation (PPMC) was employed to test the null hypothesis. All the null hypothesis were tested at 0.05 levels of significance.

Based on the data collected and analysed statistically, four of the results of the finding revealed that there is significant relationship between conditions of services and

teachers job performance while the fifth revealed that there is not significant relationship between retirement benefits and teachers job performance.

5.3 Conclusion

The relationship between conditions of service and performance of academic staff in secondary schools Kogi State depends on several variables which includes, regular prompt payment of salaries, promotion of staff, fringe benefits and other allowances, staff development among other variables.

5.4 Recommendations

Based on the outcome of the data analysis, the following recommendations will go a long way in improving the job performance of staff in the secondary schools in Kogi state and Nigeria in general.

1. Salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery.
2. The government and school management should ensure regular promotion of teachers promptly.
3. The government and school management should motivate teachers by surprise packages such as soft loans, free medical care, free accommodation etc which will spur them to enhance their job performance.
4. Regular staff development is an energizer for effective job performance. The government and school management staff should ensure regular training and re-training of teachers through in-service training, seminars, conferences and workshops towards enhancing job performance.

5. Both the school management and the government should make sure that terminal benefits of teachers are well –managed to ensure conformity of regular payment by the appropriate ministry.

5.5 Suggestions for Further Studies

The researcher hereby suggests that similar studies be carried out in other states of the country so that ideas can be compared and holistic action be taken by the government in order to realize full and proper performance of staff in the realization of their job objectives in secondary schools in Kogi state.

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APPENDIX 1

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM ADMINISTRATION AND PLANNING SECTION
AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE ON ASSESSMENT OF THE RELATIONSHIP BETWEEN CONDITIONS OF SERVICE AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

Dear Sir/Madam,

QUESTIONNAIRES FOR PRINCIPALS

This questionnaire is designed to gather information on the assessment of teachers' performance in some Secondary Schools in Kogi State. You are kindly requested to carefully read through and faithfully supply the data as required. You responses would be used for research purpose only.

Thanks for your anticipated co-operation.

Yours faithfully,

Akande, Felicia Bosede Abiola.

APPENDIX A

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM ADMINISTRATION AND PLANNING SECTION
AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE ON ASSESSMENT OF THE RELATIONSHIP BETWEEN CONDITIONS OF SERVICE AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN KOGI STATE, NIGERIA

Dear Sir/Madam,

The researcher is a post-graduate student of Ahmadu Bello University, Zaria. She is conducting a research on Assessment of the Relationship between Conditions of Service and Teachers' Performance in Secondary Schools in Kogi State, Nigeria. The researcher will take all respondents into confidence and keep information provided confidential.

Thanks for your anticipated co-operation.

Yours faithfully,

Akande, Felicia Bosede Abiola.

SECTION B

INSTRUCTION: Please state to what extent you agree or disagree with each of the/statements ticking (√) appropriately the column corresponding with your response.

Note:

SA = Strongly Agree

A = Agreed

U= Undecided

D = Disagreed

SD = Strongly Disagreed

SECTION A (BIO-DATA)

IMPACT OF CONDITIONS OF SERVICE ON TEACHERS' PRODUCTIVITY

QUESTIONNAIRE

Please kindly tick (√) in the appropriate box that best represents your view on each statement. Do not tick more than one good expect where otherwise is stated.

1. Status: (a) Teacher ( ) (b) Principal ( ) (c) Official of MOE ( )
2. Gender Male ( ) Female ( )
3. Academic qualification: (a) B.ED ( ) (b) M.ED ( ) (c) NCE ( )
   (d) Others please specify ( )
4. Age: (a) 20- 25 ( ) (b) 26 - 30 ( ) (c) 31 – 35 ( ) (d) 36 – 40 ( ) (e) 41 and above ( )
5. Years of teaching experience: (a) 0 – 10 ( ) (b) 11 – 20 ( )
   (c) 21 – 30 ( ) (d) 31 – 40 ( ) (e) 41 and above ( )

1	**Relationship between salaries and job performance of teachers in secondary schools in Kogi State**	**RESPONSE**				
S/N	**STATEMENTS**	**Strongly agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly disagreed**
1	Delay in payment of salary affects teachers' job performance.					
2	Teachers' job performance is affected when salaries are not paid.					
3	Payment of leave bonus enhances teachers' job performance.					
4	Prompt payment of retirement benefit enhances teachers' job performance.					
5	Regular payment of fringe benefit enhances teachers' job performance.					
6	Regular payment of salaries enables teachers to settle outstanding debts and also enhances their job performance					
7	Regular payment of hospital and medical allowances enhances teachers' better performance.					
8	Teachers pay the school fees of their children promptly due to regular payment of their salaries.					
9	Payment of teachers' salaries is better now than before.					
10	The new salary scale for teachers is adequate and will improve teachers' job performance.					

2	**Relationship between promotion and job performance**	**RESPONSE**				
S/N	**STATEMENTS**	**Strongly agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly disagreed**
1	Prompt promotion of teachers enhances their job performance in secondary school					
2	Irregular promotion of teachers affects their job performance.					
3	Unilateral promotion of teachers by principals affects their job performance					
4	Promotion is done in conjunction with the Ministry of Education officials in my school to encourage teachers' job performance					
5	Discriminatory promotion of teachers affect their job performance in secondary schools					
6	Promotion through written examinations enhances teachers' job performance					
7	Improvement in the promotion of teachers in my school enhances their job performance					
8	Promotion through the approval of principal enhances teachers' job performance in secondary school.					
9	Promotion in my school is based on merit to encourage teachers' job performance.					
10	Regular promotion in my school enhances teachers' job performance.					

3 Relationship between fringe benefits and teachers' job performance **RESPONSE**

S/N	STATEMENTS	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed
1	Teachers are given loans to boost their job performance in secondary school					
2	Duty tour allowances paid to teachers enhances their job performance					
3	Medical allowances given to teachers improve their job performance					
4	Provision of free drugs and medical treatments encourage teachers' job performance					
5	Availability of free accommodations for teachers improve their job performance					
6	Amenities such as water & light provided for teachers enhances their job performance					
7	Welfare packages are given to teachers who are due for them					
8	Car loans, soft loans are given to teachers to support their earnings in schools					
9	More staff quarters are built in schools to accommodate newly posted teachers to schools.					
10	Transport allowances are given to teachers going for one training and seminars to enable them attend.					

4	Relationship between Staff Development and Job Performance	RESPONSE				
S/N	**ITEMS**	**SA**	**A**	**U**	**D**	**SD**
1	Academic staff are encouraged to go for conferences to improve their job performance					
2	Newly employed staff are given orientation training so as to increase the school programme					
3	The school organizes symposium for both academic and non- academic staff for better job performance					
4	The school principal encourages experienced staff to mentor less experienced staff to enhance good performance.					
5	The school organizes seminar for both academic and non-academic staff to get acquainted with objects and policies.					
6	Staffs are encouraged to go for workshops for more experience in their job.					
7	Academic staffs are recommended for training in areas that relate to them.					
8	Non-academic staffs are encouraged to go for training to increase their productivity.					
9	Academic staffs are recommended to go for training only on their areas of specialization.					
10	Academic staffs are encouraged to go for in-service training to keep them up-to-date.					

5	**Relationship between terminal benefits and teachers job performance**	**RESPONSE**				
S/N	**ITEMS**	**SA**	**A**	**U**	**D**	**SD**
1	Teachers are paid any remuneration for work done to enhance good termination of employment					
2	Any annual leave pay due to an employee is paid as at when due.					
3	Any notice paid to an employee is paid promptly.					
4	Teachers are given certificate of service at termination of employment.					
5	Terminal benefits are monitored and well managed to ensure conformity of regular payment by appropriate ministry.					
6	Severances pay than any employee is qualified for is made.					
7	Teachers are encouraged to contribute on monthly basis through some pension board towards their terminal benefits.					
8	Teachers are advised to see that all their papers are complete towards the collection of their retirement benefits.					
9	Teachers that are warming up for their terminal benefits are paid a part of their pension contributions.					
10	Teachers are paid their terminal benefits at the end of their retirement on monthly basis.					

ANNEX 1

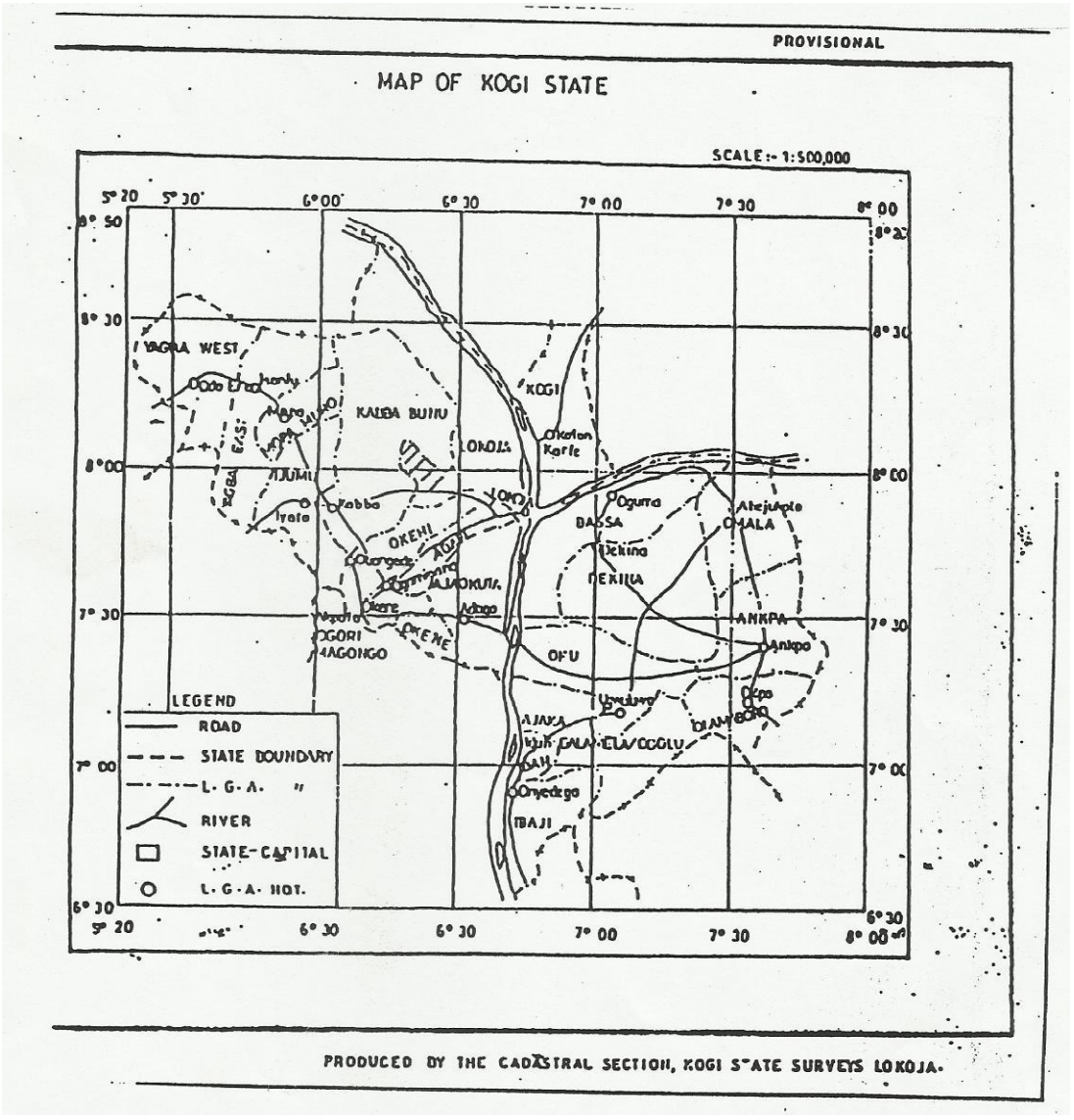
NUMBER OF OFFICIALS USED FOR THE STUDY

1. Eighty six (6) supervisors from State Ministry of Education
2. Eighty one principal (6) from the selected schools
3. Two Officers from Teaching Service Commission
4. Six (6) Teachers from the selected secondary schools.

DOCUMENTS CONSULTED

1. Federal Republic of Nigeria (2009) (The National Policy on Education)
2. The National Union of Teachers contribution and Handbook
3. Teachers Registration Council Brochure
4. Government Reports on Commissions
5. Kogi State Salary Structure and Allowances (2004).

ANNEX 2



MAP OF KOGI STATE SHOWING THE LOCATION OF TOWNS AND SCHOOLS WHERE THE SURVEY WAS CARRIED OUT

APPENDIX II

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

TEACHERS' PERFORMANCE ASSESSMENT PROFORMA (TRAP)

Dear Sir/Ma,

QUESTIONS NAIRES FOR TEACHERS

This questionnaire will assist the researcher in examining the impact of conditions of service on teachers' performance in some selected secondary schools. Your response will be treated as confidential.

Thanks for your co-operation.

Yours faithfully,

Akande, Felicia Bosede Abiola.

ANNEX 3

Name of the schools used for the study

1. Abdul – Azeez Attah Memorial College, Okene.
2. Community Secondary School, Ogidi.
3. Federal government Girls College, Kabba.
4. Government Secondary School, Lokoja.
5. Government Secondary School, Lokoja.
6. Ijumu Anglican Science Secondary School Iyara.