THE OPINIONS OF PRINCIPALS AND TEACHERS ON THE IMPACT OF CONDITIONS OF SERVICE ON THE JOB PERFORMANCE AND RETENTION OF TEACHING AND NON-TEACHING STAFF IN SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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DECLARATION

I declare that the work in this thesis entitled, "**The opinions of principals and teachers on the Impact of Conditions of Service on the Job Performance and Retention of Teaching and Non-teaching Staff in Secondary Schools in Lagos State, Nigeria"** has been carried out by me in the Department of Educational Administration and Planning. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Musa, Abigail Madaki _____ _____

Signature **Date**

CERTIFICATION

This thesis entitled **The opinions of principals and teachers on the Impact of Conditions of Service on the Job Performance and Retention of Teaching and Non-teaching Staff in Secondary Schools in Lagos State, Nigeria** by Abigail Madaki Musa meets the regulation governing the award of the degree of Masters of Education (M.Ed) in Educational Administration and Planning of the Ahmadu Bello University, Zaria and approved for its contribution to knowledge and literary presentation.

Dr. B.A. Maina Chairman Supervisory Committee	_____ Signature	_____ Date
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DEDICATION

This work is dedicated to my beloved husband, Mr. Aladegboye Stephen Oladeran, for his unconditional love and support.

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ABSTRACT

This research work investigated the opinions of principals and teachers on the impact of conditions of service on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos State. The research was aimed at seeking the opinions of principals and teachers as well as the officers of Ministry of Education. The Objectives of the study was to determine the opinions of principals and teachers on the impact of salaries and other allowances, promotion, fringe benefits, staff development, staff welfare services and retirement benefits on the job performance and retention of teaching and non teaching staff. A total population of 9,936, which comprised of all teaching and non-teaching staff under study were considered. A total of 222 questionnaires were distributed to the targeted staff with only one hundred and eighty (180) respondents. The sampled size were randomly selected by a simple random sampling technique and multi- stage cluster sampling technique. A descriptive survey research design was adopted for the study. The data used for the study were obtained by the use of questionnaire developed by the researcher and validated by experts in Educational Administration and Planning of Ahmadu Bello University. The questionnaire was subjected to a pilot study conducted in some senior secondary schools in Epe Local Government Area of Lagos State and reliability coefficient was 0.94. Six research questions on what are the opinions of principals and teachers on the impact of salaries and other allowances, promotion, on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State were answered while Six null hypotheses formulated stated that there is no significant difference in the opinions of principals and teachers on the impact of salaries and other allowances, promotion, on the job performance of teaching and non teaching staff in secondary schools in Lagos State were tested using Chi Square Statistical Analysis. Findings indicated that all the Six Null hypotheses formulated were rejected, that shows that there was significant positive impact of prompt payment of salary, regular promotion, fringe benefits, regular staff development, adequate welfare services and access to retirement benefits on teaching and non teaching staff job performance and retention. Conclusions were made and recommendations were proffered such as paying teachers salary promptly, ensuring regular promotion as at when due, staff need to be sensitized and educated with regard to the purpose and use of pension benefits. A policy could be implemented to allow teachers to borrow a certain percentage from their pension to ease their financial burden. Finally, suggestions were proffered for further studies such as similar studies be conducted on the opinions of primary schools teachers in Lagos State.

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ABBREVIATIONS

ASC - Annual School Census

LGA - Local Government Authority

LGEA - Local Government Education Authority

ME - Ministry of Education

NPE - National Policy on Education

UNESCO- United Nations Educational Scientific and Cultural Organization

LSCS - Lagos State Civil Service

CS - Civil Service

PFA - Pension Fund Administration

PRA - Pension Reform Act

SEC - Security and Exchange Commission

JTB - Joint Tax Board

NPC - National Pension Commission

BATC - Business Apprentice Training Centre

NAICOM- National Insurance Commission

FRN - Federal Republic of Nigeria

OPERATIONAL DEFINITION OF TERMS

Conditions of service: are outlines which states the duties, salary, allowances and other privileges that a person will enjoy when employed .

Job Performance: is the extent to which a worker is able to go to accomplish a task assigned to him/her to achieve set goals.

Retention: is the act of keeping and managing good and dedicated workers and making them to remain in their job within the organization rather than letting them go.

Teaching staff: are those members of staff in a school who teach.

Non Teaching staff: are those members of staff who do not teach.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the bed-rock of any nation's defense. 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. (Federal Republic of Nigeria, 2009). 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. 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-time growth of any educational system around the world. 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 & Joshua, 2004). Unsatisfactory working condition and conditions of service which are the major contributory factors that are militating against the enhancement of teachers' effectiveness in their performance of duties. Factors such as inadequate fringe benefits, delay in the payment of retirement benefits, irregular staff promotion or non promotion at all, denial of rights of workers, delayed and unpaid salaries and allowances resulting in incessant industrial disputes and strikes, lockouts and academic dislocation. These issues must have contributed to the mass exodus of secondary school teaching staff into more viable organizations Some leave either for politic or what they called a more lucrative job where conditions of service is

more favorable in comparison with teaching and research work. The researcher is therefore, focusing her research work on the opinions of principals and teachers on the impact of conditions of service on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos state.

Among the numerous problems confronting tertiary institutions in Nigeria is the perceived poor job performance of some academic staff which some claim could be due to poor conditions of service. In recent years, stakeholders in the education sector complained about the job performance of academic staff in the Nigerian tertiary institutions. It has often been expressed by the public that the academic staff are no longer dedicated and committed to the job. It appears that the academic staff who are trained and expected to produce a host of cherished societal virtues such as honesty, humility, fairness, integrity, punctuality, dedication and patriotism are not dedicated and committed to their job and this is indeed not unconnected to their condition of service which is not attractive as other sector of the nation economy. There had been a common belief among scholars, researchers, educational planners and administrators that teaching as a profession deserves due and wholesome attention (Wilson & Rosenfield, 2003). It seems that no concrete efforts have been made to actualize this free opinion in our secondary institutions. Teaching and non-teaching staff in our secondary institutions seems not to be enjoying some of the good conditions of service that could bring about high productivity on their part such as health insurance scheme, study leave, training and retraining, regular promotion, retirement benefit, proper pension arrangement, staff training remunerations, responsibility allowances, maternity leave etc.

Increasingly, organizations are realizing that they have to establish an equitable balance between the employee's contribution to the organization and the organization contribution on the employee. Establishing this balance is one of the main reasons to reward and recognize employees. Studies that have been conducted on the topic indicates that the most common problem in organization today is that they miss the important component of recognition, which is the low-cost, high-return ingredient to a well-balanced reward system. A key focus of recognition is to make employee feel appreciated. Good condition of service is fundamental to the success and survival of any organization or institution. Hence, it occupies a central role in education and organizational discourse. This is because the relationship between man and his work has always attracted the attention of renowned philosophers, sociologist, and educationist. A major part of man's life is spent at work. It not only provides status to the individual but also binds him to the society (Gautam, Van Dick, Wagner, Upadhyay, & Davis, 2005). An employee who is satisfied with the conditions of service would perform his duties well and be committed to his job, and subsequently to his organization or institution for greater performance. Therefore, the way people are treated increasingly determines whether an organization will prosper or even survive (Lawler, 2003). It should however be noted that the success of any educational system whether private or public to a large extent is dependent on the adequacy and commitment of its teaching staff.

According to Okeke (1988), the teacher's role is central in the educational process as it determines the quality and effectiveness or the results to be realized. Also worth mentioning is the fact that a teacher's performance and effectiveness is also dependent on the extent of motivation provided through attractive incentive

and working condition. It is therefore important that any schools administration should help teachers experience job satisfaction for maximum performance and productivity. This is because, as Fagbamiye (2000) observe, a teacher can only be productive if he/she is in the right frame of mind, free from distraction and appropriately motivated through salary and conditions of service. This view was further complemented by Alumung (1994) when he said that good salary and professional growth in the form of promotion are parts of the motivation factors influencing teachers' productivity in the classroom. This point is further stressed by Taiwo (2002), when he asserted that Nigerian teachers enjoy low social status, and that the teaching itself has been looked down upon, disrespected and seen as an occupation, which many take to as a last resort. People are the most important resources of any organization. How they feel about the work they are doing and the results received from that work directly impart an organization performance and ultimately its stability (Milliman, Fergusan & Czaplewski, 2008).

Fagbamiye (1981) asserted that the poor public image of teachers would wreak untold havoc on self image and confidence of teachers who remain in their classrooms and would be a major contribution to why teachers drop out of the profession. According to him, this is the root cause of falling standard of education in Nigeria. Bukar, Idris and Bukar (2011) asserted that teachers are not being sponsored to pursue higher academic training and there is the problem of poor attendance of teachers at academic seminars/workshops and conferences. Harris (2012) noted that, a good administrator will help their teachers by finding positive ways to encourage them to attend courses, workshop and activities that will ultimately help them to become better teachers.

Nbina (2012) opined that teachers of today are buffered by many challenges which dampen their moral and lower their motivation to perform effectively and this could have an adverse effect on the educational system. Ayeni and Popoola, (2007), added that employees are among the most important determinants and leading factors that determine the success of an organization in a competitive environment. Besides that, if managed properly employee commitment can lead to beneficial consequences such as increased effectiveness, performance, and productivity, and decreased turnover and absenteeism at both the individual and organizational levels (Fiorita, Bozeman, Young & Meurs, 2007). Thus, it is of utmost importance for employers to be at breast with conditions that can affect their employees' interest, since it would affect the performance of the organization/institutions as well (Awang, Ahmad & Zin, 2010). On a general belief, condition of service is the name given to the terms on which workers are collectively employed. According to *Business Dictionary.Com*, conditions of service is a general and specific arrangements, provisions, requirements, rules, specifications and standards that form an integral part of an agreement or contract.

Nwadiani, (2006) in his opinion add that the major indicators that give rise to improper condition of service to include irregular and late payment of salary, lack of adequate facilities, complex crises, lack of annual leave, lack of accommodation, high cost of living, unpaid fringe benefit, not paying retirement benefit as at and when due and research grant**.** It is imperative therefore, that in order to meet with the global world, employers of labour must be prepared to improve the conditions of service in order to bring about high job performance and sincere organizational commitment. The institutions or organization must be

ready to go beyond the stated rules in the conditions of service. Good conditions of service are hinged toward high productivity and commitment. It was in the light of the above that this study was carried out to seek the opinions of principals and teachers on the impact of condition of service on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. It is obvious that if people feel good about their jobs, their happiness would be a reflection of their job performance thereby leading to satisfaction which will be seen in the quality of their work and may have a positive feedback from their output and therefore contribute to success of the institutions and organization (Inyang, 2000).

1.2 Statement of the Problem

Lagos State has taken Education as a matter of priority in its yearly budgetary statement. In order to retain its personnel for performance, Lagos State Civil Service put in place various strategies in form of incentives these include: training, career development, staff welfare services through free staff transportation services among other things. In spite of government priority measures, researchers have identified among other problems affecting teachers in the state which include, delay in payment of salaries and other allowances, delay and irregularities in promotion of teaching and non-teaching staff. Also, factors such as inadequate fringe benefits, welfare services not taking care of, and teachers not given the opportunity for further development through in-service programmes and workshops, delay in the payment of retirement benefits, thereby, resulting in strikes.

The specific problem militating against the job performance and retention of teaching and non- teaching staff due to poor conditions of service are:

1. mass exodus of teaching and non-teaching staff from the education sector into other sectors like the banking sector.
2. most qualified teachers are quitting teaching profession and giving room for unqualified ones.
3. absenteeism
4. most teachers engage in other businesses as means of getting their daily bread instead of relying on teaching.
5. most teachers are not given the opportunity to acquire more knowledge through training and re-training.
6. poor sanitary conditions and lack of affordable accommodation for teachers.
7. delay in promotion and employers not contributing to their teachers pension scheme.
8. most teaching and non- teaching staff are not computer literate.

The researcher was therefore concerned about these problems, thereby focusing the research work on the opinions of principals and teachers on the impact of condition of service on the job performance and retention of teaching and non- teaching staff in secondary schools in Lagos State.

1.3 Objectives of the Study

Objectives of the study seek to:

1. determine the opinions of principals and teachers on the impact of salaries and other allowances on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
2. verify the opinions of principals and teachers on the impact of promotion on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
3. ascertain the opinions of principals and teachers on the impact of fringe benefits on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
4. examine the opinions of principals and teachers on the impact of staff development on the job performances and retention of teaching and non-teaching staff secondary schools in Lagos State.
5. find out the opinions of principals and teachers on the impact of welfare services on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
6. identify the opinions of principals and teachers on the impact of retirement benefits on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.

1.4 Research Questions

1. What are the opinions of principals and teachers on the impact of salaries and other allowances on the job performances and retention of teaching and non- teaching staff in secondary schools in Lagos State?

2. Do the opinions of principals and teachers on promotion have any impact on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State?
3. What are the opinions of principals and teachers on the impact of fringe benefit on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State?
4. How do the opinions of principals and teachers on staff development have impact on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State?
5. What are the opinions of principals and teachers on the impact of welfare services on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State?
6. Do the opinions of principals and teachers on retirement benefits have impact on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State?

1.5 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the opinions of principals and teachers on the impact of salaries and other allowances on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.

2. There is no significant difference in the opinions of principals and teachers on the impact of promotion on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
3. There is no significant difference in the opinions of principals and teachers on the impact of fringe benefits on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
4. There is no significant difference in the opinions of principals and teachers on the impact of staff development on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.
5. There is no significant difference in the opinions of principals and teachers on the impact of welfare services on the job performances and retention of teaching and non-teaching of staff in secondary schools in Lagos State.
6. There is no significant difference in the opinions of principals and teachers on the impact of retirement benefits on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State.

1.6 Basic Assumptions

This study is based on the assumptions that:

1. Salaries and other allowances influence job performances and retention.
2. Promotion have positive impact on the job performances and retention of teaching and non teaching staff in Lagos state.
3. Job performance of teaching and non teaching staff in Lagos state will improve if fringe benefits are paid.
4. Staff development can influence the performance and retention of teaching and non teaching staff in Lagos state.

5. Welfare services influence the job performances and retention of teaching and non teaching staff in Lagos state.
6. Retirement benefits do not have any significant impact on the job performances and retention of teaching and non teaching staff in secondary schools in Lagos state.

1.7 Significance of the Study

The study would be of immense benefit to the Lagos State government, and as well as stake-holders in education sector in that, it clearly shows the areas of weaknesses that may require additional efforts on teachers' salaries and allowances, development programmes and welfare services in Lagos State. The study will inform management and policy makers in the field of education in their decision making process and the use of incentives to motivate teachers so as to achieve maximum performance and retention of productive staff. The outcome will also assist Lagos State Government in the development of effective managerial strategies and policies that will improve conditions of service of teaching and non-teaching staff through improved quality working conditions to achieve educational goals and objectives in secondary schools in Lagos state.

1.8 Scope of the study

This study is limited to the opinions of principals and teachers on the impact of conditions of service on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State. Therefore, the study is limited to only teachers and principals of senior secondary schools within the six

education districts in Lagos State, as well as officers of Ministry of Education in Lagos State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter takes a look at the view of other authorities on the concepts of conditions of service, job performance and retention of teaching and non-teaching staff in secondary schools. The review of related literature of this study shall be in the following sub-headings below:

2.2 Concept of Conditions of Service
2.2.1 Job Performance
2.2.2 Retention
2.2.3 Teacher Retention Strategies
2.2.4 Retention Strategies in Lagos State Civil Service
2.2.5 Secondary Education and its Objectives
2.3 Theoretical Framework
2.3.1 Abraham Maslow's Hierarchy of Need Theory
2.4 Impact of Salaries and other Allowances on the Job Performances and Retention of Teaching and Non-teaching Staff
2.5 Impact of Promotion on the Job Performances and Retention of Teaching and Non-teaching Staff
2.6 Impact of Fringe Benefit on the Job Performances and Retention of Teaching and Non-Teaching Staff
2.7 Impact of Retirement Benefits on the Job Performances and Retention of Teaching and Non-teaching Staff
2.7.1 Prompt Payment of Retirement Benefits
2.7.2 The New Pension Reform Act of 2004
2.8 Impact of Staff Development on the Job Performances and Retention of Teaching and Non-teaching Staff
2.8.1 Types of Staff Development (Training)
2.9 Impact of Welfare Services on the Job Performances and Retention of Teaching and Non-teaching Staff
2.10 Empirical Studies
2.11 Summary

2.2 Concept of Conditions of Service

Conditions of Service is that part of an employment that sets out the duties, , hours of work, salary, leave and other privileges to be enjoyed by persons employed (The Free Dictionary, 2007). Muhammed (2002) posits that all the conditions governing employment written in the appointment letter or any relevant document of the employee could refer to items covered in the conditions of service. According to Machibi (1993; cit. in Omotoye 2007) these includes medical examination, sick leave, maternity leave, transfer, hospitalization, payment of salaries and wages, hours of work, overtime, engagement, Leave allowance, accident and injuries at work, grievance procedures, termination, pension scheme and training.

Poor conditions of service, heavy workloads and inadequate facilities and working environment, all lead to a state of frustration for university staff. Poor pay of academics was pin pointed by the Report of the Study Group on Brain Drain in Nigerian Universities (1982-1993), carried out by the World Bank Project Implementation Unit of the National University Commission. The development was clearly epitomized in the popular ASUU slogan of the 1990s: "My Take Home Pay Cannot Take Me Home" (Onyeonoru, 2003).

2.2.1 Job Performance

Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyabga & Fajana, 2010). Viswesveran and Ones (2000) regard it as the behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals (Onukwube, Iyabga & Fajana, 2010). It is clear from these definitions that job performance is related to the extent to which an

employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behaviours. Onukwube, Iyabga and Fajana, (2010) affirm that job performance was traditionally viewed as a single construct. Thus, Campbell (1990; cit. in Ijaduola 2007) proposed an eight-factor model of performance based on *factor analytic* research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs:

i. Task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.

ii. Non-task specific behaviours are those behaviours which an individual is required to undertake which do not pertain only to a particular job.

iii. Written and oral communication tasks refer to activities where the incumbent is valuated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

iv. An individual's performance can also be assessed in terms of effort, either day to day, when are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.

v. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.

vi. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.

vii. Many jobs also have supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishment. These aspects of performance happen in a face to face manner.

viii. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring organizational sources.

2.2.2 Retention

Retention is about how an organization keeps and manages its work force. Musaazi (1982) explains retention as the ability of the school system to keep its staff in their jobs and make them want to stay. Retention is conceptualized in terms of teachers staying and teachers leaving. There are many factors that may influence teacher retention, which may include a good working environment, attractive remuneration, good relationship practices, prospects for teachers' development and promotion, team work, and many more. Musaazi (1982) emphasizes that, to encourage or persuade staff to remain in the school, the school

authorities should establish clear staff policy, clear channels of communication with teachers, encourage teacher-participation in the decision making process, provide facilities and equipment needed by teachers, and attend to the personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers.

2.2.3 Teacher Retention Strategies

Okoye (2001) observes that potential applicants are the people who are ready to serve an organization with their ability, talent and drive in the achievement of its goals. Therefore for any organization to achieve its goals, appropriate recruitment of its workforce from a pool of potential applicants and retention strategies put in place to keep the workforce in the organization. In a study on personnel recruitment and performance, Amadasu (2003) observes a relationship between inappropriate personnel recruitment and performance in a steel mill (public organization). The study reports the absence of proper recruitment strategy that emphasize appropriate educational qualifications, skills and experience Skill, which could have enhanced the employment of competent workforce. The outcome was that of poor performance of the workforce and the organization. A brief look at the retention strategies working towards the preservation of secondary schools valuable asset-teachers in the following sub-sections

- Skill recognition and retention: fulfilling people need for acceptance by acknowledging individual work accomplishments prolongs employment of employee or teachers.
- Remuneration comprises both financial reward and employee benefits. The reward system further incorporates non-financial rewards, recognition,

praise, achievement strategy responsibility and a person's growth. Hansen, Lien, Cavalluzzo and Wenger, (2004) emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff.

- Money: Akintoye (2000) Asserts that money remains the most significant motivational strategy. Money possesses significant power in as much as it symbolizes intangible goals like security, power, prestige, and feeling of accomplishment and success. Money has the power to attract, retain and motivate individuals towards higher performance.
- Staff training: No matter how equipped an organization or school may be high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating and retaining teachers.

2.2.4 Retention Strategies in Lagos State Civil Service

Lagos state civil service (LSCS) was established on May 27th, 1967. The unique roll Lagos occupies in the economic and industrial sustenance of the nation has made it a place of abode for people from different parts of the country. This development makes the rate of population growth to be estimated at 300,000 persons per annum with a population density of about 1,308 persons per sq kilometer. This situation placed enormous responsibility on the LSCS to provide the people with the much-needed social service and infrastructure development. To accomplish the goal of government, competent personnel are required. In order to retain its personnel for performance, LSCS put in place various strategies in form of incentives. These include: training, career development, free staff transportation services, provision of food through subsidized canteen services, subsidized staff quarters, working implements, staff welfare services – medical

services for staff, their spouses and four children and job security. In addition, regular promotion of civil servants is one of the strategies put in place by LSCS to motivate and retain personnel for performance.

In spite of the relatively poor salaries pay to staff in LSCS compared to what is obtainable at the private organizations, public sector workers hardly resign their appointment with the CS. One of the reasons is that people see their employment with the CS as "permanent" and this has created in them self confidence in their day-to-day working activities. Feeling of job security amongst employees of the CS has gone a long way to influence their resolve to serve in LSCS for as long as they could.

2.2.5 Secondary Education and Its Objectives

The National Policy on Education (2004) defines secondary education as the education children received after primary education and before tertiary stage. The duration is six years, given in two stages: a junior secondary school stage and a senior secondary school stage; each shall be of three years duration. The junior secondary school shall be both pre-vocational and academic. It shall be tuition free, universal and compulsory. It shall teach basic subjects which will enable pupils to acquire further knowledge and skills. While senior secondary school shall be comprehensive with core-curriculum designed to broaden pupils' knowledge and out-look. These being the case, the national objective of secondary education are:

1. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;

2. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
3. Provide trained manpower in the applied science, technology and commence at sub-professional grade;
4. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
5. Inspire students with a desire for self improvement and achievement of excellence;
6. Foster National unity with an emphasis on the common ties that unite us in our diversity;
7. Raise a generation of people who can think for themselves, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizen;
8. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The national objective of secondary education is relevant to the needs and aspirations of the secondary school student. However, the effective implementation of these objectives at the classroom level depends on well motivated secondary school teachers.

2.3 Theoretical Framework

According to Robbins and Judge (2008) Motivation is the process that accounts for individual intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much effort a person puts in his or her work, the direction to which those efforts are geared and a

measure of how long a person can maintain effort. Abejirinde (2009) investigated the relationship between motivation and work performance in private and public enterprises in Nigeria and found that promotion (as a motivator) and employees' performance are positively correlated. It was also revealed that job growth (as a motivator) has significant relationship with employees' performance.

2.3.1 Abraham Maslow's Hierarchy of Need Theory

Maslow (1943) in Ngu, (2010) uses the Hierarchy of need theory to explain teacher job performance and retention. According to Maslow (1943), people are motivated to satisfy their needs and those needs are not only numerous and varied, they are also dynamic and are therefore arranged in a pyramidal order in an ascending hierarchy as shown in the figure below.

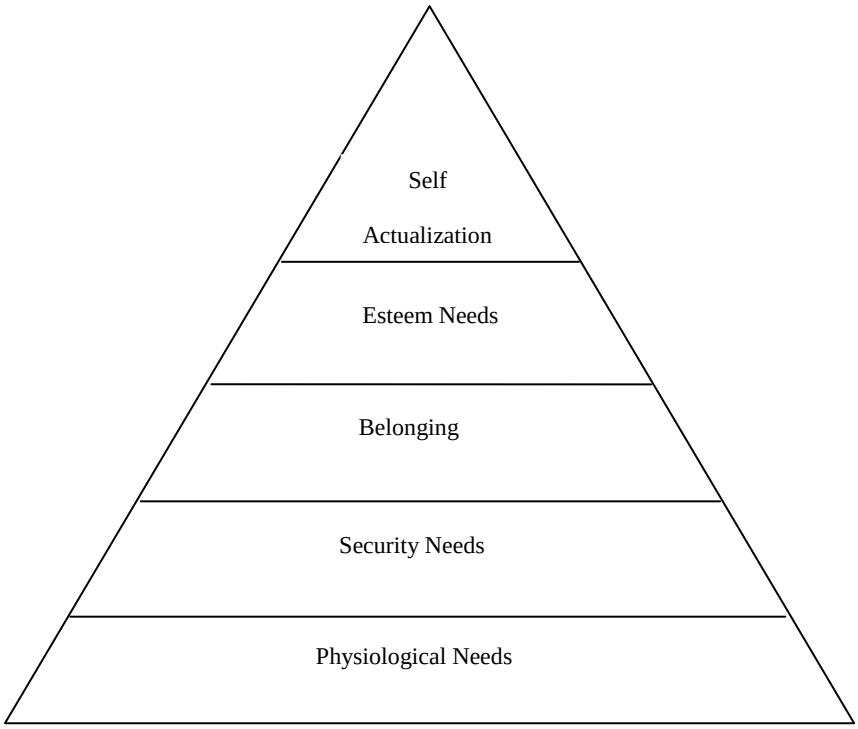


Fig.2.1: Maslow's Hierarchy of Human Basic Needs
Source: Ngu, S.M. (2010).

1. Physiological needs which are considered to be basic and the most important of all human needs. They include the needs for food, water, air and shelter. A teacher who lacks any of or all of these physiological needs is disturbed thereby affects his/her job performance.
2. Safety needs. At this level of hierarchy, the individual or teacher is preoccupied with the safety of his/her life and properly. He is also more concerned with stable situations and the security of his/her job. The needs for his personal and property safety, stability and job security therefore, have high influence on his decision to remain in a particular job or not.
3. Sociological needs which include belongingness, love and affection. Here the individual recognizes the importance of joining group and liked or loved by all these groups which are usually known as informal groups.
4. The Maslow's Esteem needs are characterized by recognition and prestige, confidence and leadership potentials found in individuals. These are found in varying degrees in human beings, (Dare, 2006). School leaders and other authorities should encourage the development of esteem by giving teachers the opportunity to go for further studies, attend conferences, seminars and workshops to update and increase their knowledge.
5. Self-Actualization is the fifth and last set of needs as shown in Maslow's hierarchy of needs. At this level of the needs hierarchy, the individual want his influence to be felt everywhere. At organizational level, he may aspire to be the chief executive of the organization.

It must be noted that every teacher as an individual has these set of needs. All these needs influence his own pattern of behavior with the primary needs

commanding the greatest influence at any given time. Hence, unless education managers continue to make concerted efforts to identify these sets of needs together with their variation with time and space, the quest to motivate and retain teachers for job performance may simply not be achieved. It is only when teachers' needs are identified at all times that one can talk of integrating them with the school goal or objective which creates the atmosphere for co-operation, stability, dedication and ultimately raising the level of productivity in the school system. Similarly, Ojo (1998) as cited by Dare (2006) revealed poor financial incentives inform of loans to own a personal car and house. According to the research finding, car and housing loans which are available to other categories of workers are either not available or difficult to secure by teachers in Nigeria.

2.4 Impact of Salaries and other Allowances on the Job Performances and Retention of Teaching and Non- Teaching Staff in Secondary Schools

Salary refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are a cognitively complex and multidimensional factor in job performance. Prompt payment of Salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level need of people. Previous research has shown that monetary compensation is one of the most significant variables in explaining condition of service of an employee. In their study of public sector managers, Taylor and West (1992, cited in Bull, 2005) found that prompt payment affect job performance, reporting that those public employees experienced lower levels of performance. According to William, (2006, cited. in Till & Karren, 2011), the actual pay level

and pay satisfaction is probably a function of the discrepancy of perceive pay level and the amount that employee believes their pay should be and when they are been paid. Meanwhile, Lawler (1991) had presented a perspective that views pay as a condition of service which satisfy an employee as a discrepancy between how much pay one feels one should received and how much one feels is actually received. The primary goal of the present study is to seek a better understanding of the antecedents of pay satisfaction, and specifically, to focus on pay comparisons and the perceptions of fairness and institutional/organizational justice.

2.5 Impact of Promotion on the Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools

According to Otu (2003), Promotion is a positive way of rewarding people for their efforts and services. Normally promotion means increased responsibilities, more prestige or status, and increased pay. Promotion helps to boost staff morale and motivates staff to work harder, thereby increasing productivity and efficiency. On the other hand, lack of promotion can lead to lower staff morale, resulting in frustration, resignation and premature retirement from the job. She further asserted that the condition for Promotion is another system through which an organization can easily fill a vacancy internally. Obiozor and Ogbonna (2007) asserts that this system servicing officers who have demonstrated some professional skills of high standard may be given preferential treatment in filling vacant posts for which they are qualified. In some tertiary institutions, before academic staff are promoted they must have published and attended conferences. It is based on the publications and conferences attended that will determine whether the staff should be promoted or not.

At all the secondary institutions in the country, promotion is based on confirmation of staff appointment which is usually effected after two to three years of continued satisfactory performance by the staff if such a staff is on a tenure appointment. The confirmation of appointment grants the staff a pensionable appointment status in the institution. It is after this confirmation of appointment that staff is promoted after two-three years of active unbroken service. Promotion is based on competence, qualifications and or seniority both for academic staff.

Conditions for Promotion in Secondary Schools in Nigeria

In the country, staff are provided with evaluation form of which the grade accorded will also be a criteria for promotion. Otu listed the following factors as criteria to be considered in the promotion of its teaching and non-teaching staff:

- Qualification
- Seniority (determined by the date of appointment)
- Competence; and
- Productivity

Some areas of consideration during promotion:

i. Staff effectiveness

ii. Participation and effectiveness in other activities and responsibilities

iii. Attitude to work and general impression

iv. Academic qualifications and teaching experience

v. Present salary and date of last promotion

vi. Judgment and qualities of leadership

vii. Creativity including ability to organize people and projects

viii. Responsibility and work load of the position in question.

An optimistic link exists between job uncertainty and intentions to turnover; and also, there is a small negative association between job insecurity and employees commitment (Filipkowski & Johnson, 2008). Furthermore, there is a direct link between job satisfaction elements like pay, promotion, co-workers, and the work condition itself and the performance of the employees.

Promotion is an important feature of employee life style and occupation, affecting other job experience levels (Kosteas 2009, Cobb-Clark 2001; Blau & DeVaro 2007; Francesconi 2001) and can have an obvious impact on other job aspects like job attachment and responsibilities. In this case, the firms can apply promotions as a compensation factor for high-performance employees, developing an encouragement for them to do their superior effort. Additionally, promotion can influence the instrument of exerting better attempts, if employees put an important value on it. If not, the companies would focus on pay increase to reward high effort and productivity. Indeed, the employees may be worth the promotions since they make an increase in job services like spending account or a bigger office (the visible elements which managers do not have enough information about) or since they enjoy good performance; and this is the result of the promotion (Pergamit &Veum, 1999).

An employee's opportunities for promotions are also likely to exert an influence on their job performance. Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility and increased social status. Bull, (2005) postulate that many people experience fulfillment when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance

the chance of finding alternative employment. They maintain that if people feel that they have limited opportunities for career advancement, their job performance may decrease. Employees' performance with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Moreover, not all employees wish to be promoted. The reason therefore is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which the individuals may consider themselves unprepared Ajayi (2011). If employees perceive the promotion policy as unfair, but do desire to be promoted, they may still feel fulfilled. Nonetheless, opportunities for promotion appear to have a significant positive correlation with job performance (Staudt, 1997) report on a study that indicates the opportunity for promotion was found to be the best and only common predictor of job performance in child welfare, community mental health, and family services agencies. Promotional opportunities therefore have differential effects on job performance, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee performance.

2.6 Impact of Fringe Benefit on the Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools

Fringe benefits refer to the part of the total compensation package provided to the employee in whole or in part by payments from the employer and it did not include the pay for time spent on work (Milkovich & Newman, 2008). Besides, fringe benefits are group membership rewards that provide security for employees and their family members. Fringe benefits are a non-compensation paid to employees. Some benefits are mandated by law, for example social

security, unemployment compensation and worker compensation. Employees' benefits include pension, health insurance, welfare and etc (Lee, Hsu & Lien, 2006). Benefits are a crucial part of an employee's total compensation package. Benefits packages became popular after World War II, when wage control made it more difficult to give competitive salaries (E-notes.com, 2008). Besides, benefits can be treated as the payment or entitlement, which one makes under an insurance policy or employment agreement, or public assistance programme or more generally, something of value or usefulness. Benefits may also be seen as a reflection of justice in society (Herman, 2005).

Fringe benefits made up of various non-wage compensations provided to employees in addition to their normal wages or salaries. Some of these benefits are, housing (employer-provided or employer-paid), group insurance (health, dental, life, etc), disability income protection, retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid or non-paid), social security, profit-sharing funding of education and other specialized benefits (Adeleke, 2010). The purposes of the benefits are to, among other things, increase the economic security of employees, motivate employees to improve productivity and cushion the effect of economic hardship. These are often given to employees who are doing notably well and/ or have seniority, these include official/company cars, hotel stays, free refreshment/entertainment allowances, leisure activities on work time, etc.

Thus, fringe benefits are costs of keeping an employee other than salary. In the states, "these benefits rates are typically calculated using fixed percentages that vary depending on the employee's classification and often change from year to year". Historically, the term "fringe benefits" was coined in America by the War Labour Board during World War II to describe the various indirect benefits

which industry had devised to attract and retain labour when direct wage increases were prohibited. In Nigeria, prior to the implementation of monetization, fringe benefits included " residential accommodation (for deserving officers), furniture, utility, domestic servants, motor vehicles, fuelling and maintenance of transport facilities, medical treatment (local and abroad), leave grant, meal subsidy and entertainment" which were enjoyed by government workers that were still in service till year 2005.

The current employee's performance can be nurtured by managing a valid performance evaluation, bonus and reward system (Bretz, Milkovich & Read, 1992). It should be considered that the amount of fringe benefits (or certain payback) and bonuses are varied among well-performing and weak-performing employees. The motivation, which is the result of employees' encouragement by cash or other things such as bonuses (e.g. car loan and payment increase), will lead to employees productivity and better performance. Therefore, it is important to recognize which rewarding strategies lead to higher employees productivity and to enhance their performance. Considering the result of this study, it can be determined that different motivating elements like promotion and bonuses, and suitable payment compensation have significant connection with higher performance (Oyebanju, 2009).Fringe benefits were introduced as additional perquisites to holds some advantages for the employees and the employers alike. Among others, fringe benefits help attract and retain better, qualified employees; provide high risk coverage at low costs easing the employer's financial burden; improve efficiency and productivity as employees are assured of security for themselves and their families. And this guarantees peace of mind for the employees leading to boost of staff morale.

2.7 Impact of Welfare Services on the Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools

Welfare measures need not be monetary but in any kind/forms. This includes items such as housing, transportation, medical insurance, allowances and food. Employee welfare also includes monitoring of working conditions, creation of industrial harmony through infrastructure for health, industrial relations and insurance against accident. Welfare services among teaching and non-teaching staff is very important for quality service delivery to the public (secondary schools). These services if inadequate, will negatively impact on the performance of service delivery in the public sector. Hence, proper measures be put in place to ensure that welfare services are adequately provided for teaching and non-teaching staff in secondary schools, Finger (2005). The benefits an employee receives from his employer for his welfare are often a significant reason why he decides to accept a job offer. McGuire and McDonnell (2008) suggested that the employee welfare facilities help significantly in enhancing the self-confidence and intellectual level of an employee. This will eventually increase employee productivity in the workplace leading to improved motivation making the employee to be challenged to take on more challenging tasks and responsibilities.

Torjman (2004) argued that welfare facilities and especially recreation services, account for healthy individuals besides increasing their happiness and emotional quotient. Once employees/teachers are happy they will have a positive attitude towards work leading to higher service delivery within the organization/schools. As such, providing employees/teachers welfare services allowed employers to compete with other organization/schools to recruit and

retain quality employees/teachers. If other employers/schools offer better welfare services, good employees/teachers may choose to go there.

2.8 Impact of Staff Development on the Job performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools

Staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. While Harris (1980, cited. in Ajadi, 2008) views staff development as that aspect in administration, which implies the training of an individual in organization to enhance his or her performance, Ngu (1989:25, Cited. in Bull, 2005) views it as the process of behavioural modification or molding of workers in order to integrate organizational needs with their characteristics. This view is in consonance with the view expressed in Novit (1979, in Ajayi 2011) 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. Thus, from the above definitions it becomes clear that staff development connotes the organization's efforts in its programme to provide the need based training and education to its workers to enable them become competent in handling their present or future assigned tasks. However, the scope of staff development scheme in terms of its coverage varies from one organization to another. The variations in coverage may arise due to the resources an organization may decide to earmark for the purpose within its reach.

Staff development is itself a training process and best viewed in two dimensions. The first being an in-service training programme where individuals in an organization are given opportunities to further their education to enable them

prepare for future positions. The second type of training is aimed at preparing individuals to be able to handle new job assignments (Otu, 2003). Staff development is aimed at:

- Improving the current level of performance of incumbents in their present jobs; and
- Equipping men with potentials for higher level responsibilities. The former represents the immediate pre-occupation or objective of staff development concerned with considerations currently relevant; whereas the latter involves long range considerations and planning.

The broadest scheme is made up of all the members of the management at the top level down to the lower level. Staff development is reappraisal of the staff resources to achieve the desired objectives of an organization. It covers both managers and labour force. The objectives of staff development as follows:

- The preparation of management succession plans;
- Recruitment objectives for specific type of managerial and technical skills;
- Training plans;
- The introduction of specific forms of incentive and wage payments; and
- The setting of limits to labour staff turnover.

Staff development is a basic factor in building and maintenance of the organizational effectiveness. According to Ngu (1990, in Otu 2003) staff development is so important that it is not only imperative but continuous. No institution can dispense with it as a programme and as a process. This means, however, that no matter the cost, tertiary institutions have to train their workers at least to enable them handle the assigned jobs.

Organization has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards, and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme of education and planned experience, leading to key positions. Some organizations have development programmes for supervisors and executives, enabling them to handle their jobs better and preparing them for greater responsibilities. To meet the challenges of change, tertiary institutions must ensure that sufficient training and programmes for development of workers are put in place. An organization's greatest asset is its people and so it makes sense to ensure that every employee is trained for the job he is doing and developed to take on future responsibilities within his scope of competence. This view is in consonance with view of Sharma (1979, Cit. in Otu 2003) when he noted that when the aim is to broaden the experience of an individual, it becomes necessary to offer him opportunities to develop familiarity with different and/or longer range of the organizational operations.

It is noted that although the development effort must have something to do with the organizational goals; the particular goals under consideration need not be restricted to narrow economic aims. Personal development for personal development's sake may indeed be a conscious objective of the organization. However, it is imperative to note that although an organization can provide opportunities for staff development, it cannot actually develop employees. They need to accomplish development themselves. That is they need to assume some responsibilities for their own progress.

In any organization, personnel division is responsible for planning and coordinating training activities. The division can conduct training activities for employees. The division can conduct training activities for employees even outside their regular work assignment. Personnel development often organizes training conference to impart knowledge or to improve skills of participants (Otu, 2003). This, she went further to say, is conducted when the employees have the training needs, where for instance, certain basic ideas are imparted to the participants to develop their careers and help in enhancing the progress of the organization. Personnel management deals with an extensive programme, ranging from the placement, induction and training of new personnel to the provision of courses for management. The effort is directed to the development of careers and progress within the organization by utilizing the educational resources and facilities available to each stage. One of the most important factors that contribute to the success of any organization is the quality and strength of its staff. Staff development is a process of behavioural modification or moulding of workers in order to integrate organizational needs with their characteristics. It is a process of training staff to improve their skills for better performance.

2.8.1 Types of Staff Development (Training)

Training policy can be defined as a written statement on organizational plans or programmes to develop the skills of the workers. Training needs or objectives are usually derived from the current manpower situation in an organization, state or country. The existing manpower situation determines the training objectives. To be able to identify training needs will entail a comprehensive manpower survey, which will expose the type of skills of

personnel that need to be trained or developed. The types of training that can be readily available for an educational organization will include:

1. **In-service Course for Teachers:** Whenever possible and necessary, the staff should be given opportunities to attend relevant useful courses, which will update their knowledge in their subject areas and help some staff and even the institution heads upgrade their qualifications and thereby improve their conditions of service and prospects of advancement in the service. Apart from the benefit to the individual members of staff who participate in in-service courses, other members of staff could benefit as well through discussion and implementation of some of the ideas and techniques gained in the course.
2. **Staff Seminar:** Sometimes seminars on selected topics for staff members can be organized as part of institutional programmes, such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced staff members within the institution who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.
3. **Induction Courses:** These are conducted to introduce the newly employed personnel to their new jobs, since most of them are not likely to possess previous experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level.
4. **On-the-Job-Training:** This is similar to the induction course just concluded above. The major objectives of the two types of training are similar in the sense that they entail acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employers. However on the job

training can be extended to include old employees, if a new skill is introduced in the schools.

5. **Off-the-Job-Training:** This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms where trainees are given theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films or charts or diagrams for illustrations.
6. **On-and-Off-the-Job Training:** It combines classrooms instructions with practical instruction in the working environment. This has almost the same major objective with "Industrial Attachment" programmes for technicians or teaching practice for teacher trainees.
7. **Vestibule Training:** It is similar to "On-the-Job Training". Here the trainees are given instructions using the types of machines or materials they will operate in the working environment. In most cases, similar model machines are used for vestibule training. It is very costly and has the advantage of not interrupting the flow of work in operating departments. Example of such is the Business Apprentice Training Centre (BATC) being in operation in Kaduna State and a few other States in Nigeria.
8. **Refresher Courses:** It is used mainly to update knowledge and skills or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning.
9. **Conference Training:** This is sometimes conducted through conference or workshops. This is not highly formalized since the trainees are treated as

participants and not just passive recipients. The theme chosen for conferences must be relevant to the organization's objectives.

10. **Role Playing:** This is another training device that can be used in organizations; it can be used for executive development. The participants assume the roles or positions they are expected to occupy after the training and their performance are simultaneously evaluated and corrected where necessary by the training instructors.
11. **Sensitivity Training:** It is used for development of awareness to behavioural pattern of oneself and one's colleagues. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development.
12. **Supplementary Training:** Lastly, since many organizations may utilize quite a good number of the training methods discussed above it may still be inevitable for them to seek supplementary training methods from independent institutions. Public or private organizations used the supplementary training method by sponsoring their employees in different institutions of learning. Staff development and training are geared towards improvement on skills and performance. Both involve molding the workers characteristics towards better performance. They should be an in-built, integral part of the school system if teachers would perform their jobs well and get full satisfaction from their work.

2.9 Impact of Retirement Benefits on the Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools

The issue of pension has received much attention in many countries over the past decades. In fact, in recent times, pension has increasingly attracted the attention of policy makers in many countries as a means of facilitating privately funded retirement income savings by an ageing workforce (World Bank, 1994).Many countries have opted for various forms of contributory pension scheme where employers and their employees are supposed to pay a certain percentage of the employee's monthly earnings to a retirement savings accounts from which they would be drawing their pension benefits after retirement. Besides pension funds are now among the most important institutional investment in the world capital markets (Klumpes & Mason, 2000). Nigeria adopted for the contributory pension scheme following her pension reform in 2004.

Pension is the amount paid by government or company to an employee after working for some specific period of time, considered too old or ill to work or have reached the statutory age of retirement (Odia, & Okoye, 2012). It is monthly sum paid to a retired officer until death because the officer has worked with the organization paying the sum (Adam, 2005). Pension is also the method whereby a person pays into pension scheme a proportion of his earnings during his working life. The contributions provide an income (or pension) on retirement that is treated as earned income .This is taxed at the investors' marginal rate of income tax. On the other hand, gratuity is a lump sum of money payable to a retiring officer who has served for a minimum period of term year.

2.9.1 Prompt Payment of Retirement Benefits

A greater importance has been given to pension and gratuity by employers because of the belief that if employees' future needs are guaranteed, their fears ameliorated and properly taken care of, they will be more motivated to contribute positively to organization's output. Similarly various governments' organizations as well as labour union have emphasized the need for sound, good and workable pension scheme (Adebayo, 2006, Rabelo, 2002).Pension scheme is broadly divided into the defined contribution plan and the defined benefits plan. In defined contribution plan, a contribution rate is fixed. For instance, in Nigeria an employee contributes 7.5% of his monthly emolument while the employer also contributes same amount or more depending on the category of employee. The retirement benefit is variable depending on the performance of the investment selected. In defined benefit plan, the retirement benefits is stipulated usually as a percentage of average salary, but the contribution will vary according to the percentage of the average compensation a participant receives during his or her three earning years under the plan (Owojori, 2008).

Basically, the two pension plans create very different investment problems for the plan sponsors. While the defined benefit plan creates a liability pattern that must be anticipated and funded, the defined contribution plan creates a liability only as long as there is investment at any point in time. Investment is often left to the people who benefits from the decision or suffers from the consequences (Anthony & Bubble, 1997:575). A major problem of the pension fund administration in Nigeria was the non-payment or delay in the payment of pension and gratuity by the Federal and State governments. For instance, the pension back log was put at about N2.56 trillion as at December, 2005. In fact, pension fund

administration became a thorny issue with millions of retired Nigerian workers living in abject poverty and they were often neglected and not properly cater for after retirement (Orifowomo, 2006). Sadly, retirees went through tough times and rigorous processes before they were eventually paid their pensions, gratuity and other retirement benefits. At one time the money to pay their benefits is not available; and at another time, the Pension Fund Administrators were not there to meet the retirees' needs.

Basically, the old scheme has been beset with a lot of challenges and problems. Besides the aforementioned; other problems were: demographic challenges and funding of outstanding pensions and gratuities, merging of service for the purpose of computing retirement benefits. These problems coupled with the administrative bottle necks, bureaucracies, corrupt tendencies and inefficiencies of the civil service, and the economic downturn have resulted in erratic and the non-payment of terminal benefits as at when due (Orifowomo, 2006; Abade, 2004). Other problems were: gross abuse of pensioners and pension fund benefits which were politically motivated in some cases, extended family and other traditional ways already broken down due to urbanization and increased labour and human mobility. Moreover, considering Statement of Accounting Standard (SAS) No. 8 "on accounting for employees' retirement benefits" the problems of the old pension scheme which led to the pensions reforms of 2004 include: wrong investment decision, wrong assessment of pension liabilities, arbitrary increases in pension without corresponding funding arrangements, non-preservation of benefits, some were mere saving schemes and not pension schemes, and serious structural problems of non- payment and non-coverage.

There was no adequate safeguard of the funds to guarantee prompt pension and other benefits payments to retirees.

The old scheme was characteristically defined benefits, unfunded mostly pay as you go, discriminatory and not portable. The employee was not entitled to pension benefits if he is dismissed from service. Also there was no adequate provision to secure the pension fund. Following the unsatisfying nature of the old scheme, the unpleasant experiences face by retirees and pensioners and the huge pension liabilities, it became apparent the need for reform and change. Therefore, the need for the Federal Government to guarantee workers' contributions and accruing interest in the event of failure of the PFA was advocated. Besides, it was estimated that over N600 billion ($4.5 billion) investible assets could be amassed annually through the pension scheme in Nigeria. Hence, the government could not only pay the retirement benefits as they become due but also utilize the saved pension fund for long-term development purposes.

2.9.2 The New Pension Reform Act of 2004

The Pension Reform Act (PRA) of 2004 is the most recent legislation of the Federal Government of Nigeria which is aimed at reforming the pensions system in the country. It encompasses employees in both the public and private sectors. The PRA of 2004 came into being with a view to reducing the difficulties encountered by retirees in Nigeria under the old pension scheme. It is believed that the new scheme will: guarantee the prompt payment of pensions to retirees, eliminate queues of aged pensioners standing hours and days in the sun to collect their pensions and also increase their standard of living. But the fear is whether the programme will actualize the set objectives by the "power and people that be" when we call to remembrance the abysmal failure of the National Housing Fund

which was set up by Decree No3 of 1993. Nevertheless, before the enactment of the PRA of 2004, the three regulations in Nigerian pension industry were: Securities and Exchange Commission (SEC), National Insurance Commission (NAICOM) and the Joint Tax Board (JTB).The new scheme is regulated and supervised by the National Pension Commission. The Commission has the power to formulate, direct and oversee the overall policy on pension matters in Nigeria. It also establishes standards rules and regulations for the management of the pension funds .It approves, licenses, sanctions and promotes capacity building and institutional strengthening of the PFA and PFCS.

The objectives of the Scheme according to Section 2, Part 1 of the PRA of 2004 include to:

- Ensure that every person who worked in either the public service of the federation, federal capital territory or private sector receives his retirement benefits as at when due.
- Assist improvident individuals by ensuring that they save in order to cater for their livelihood during the old age.
- Establish a uniform set of rules, regulations and standards for the administration and payment of retirement benefits for the public service of the federation, federal capital territory or private sector.
- Stem the growth of outstanding pension liabilities.
- Secure compliance and promote wider coverage.

2.10 Empirical Studies

In a study by Scholastika, Kathe, Lucille, and Monika, (2006) on perceptions of health workers about conditions of service: A Namibian case study. The study was to explore and describe the influence of the conditions of service on the movement and retention of health professionals in Namibia. The area of study was Khomas region. Population for the study include state registered nurses, medical doctors, health inspectors (environmental officers) and social workers in 12 public health facilities and 8 private health facilities. The data collected for the study was analyzed manually using the Tesch technique. The findings of the study revealed that limited career movement opportunities exist due to restructuring and the absence of a performance appraisal system and insufficient opportunities for promotion. Both studies were carried out at different locations on different categories of employees, the researcher looked at conditions of service of employees in the health sector in Namibia while the current study seek the opinions of principals and teachers on the impact of conditions of service of employees in the education sector in Lagos State, Nigeria. Both researches are similar in times of conditions of service as it affects performance and retention of employees.

According to a study by Watty, Bellamy and Morley, (2003) on Why Business Academics remain in Australian Universities despite Deteriorating Working Conditions and Reduced Job Satisfaction: An intellectual puzzle. The aim of the research was to uncover the perceptions of business academics about the relative importance of a range of factors in explaining why they became an academic and the conditions conducive to the achievement of ideal work satisfaction. Mail out survey was used to collect the data from the academicians

comprising of former tutors, lecturers, associate professors and professors in 38 Australian Universities. A total of over 3000 questionnaires were distributed to the targeted academicians with only 1328 respondents. The result emphasized that flexible scheduling is the most important factor to retain academic staff beside the factor of autonomy. The studies were related in that, it revealed that flexible scheduling constitute an important part of staff welfare services as it relate to work.

Similarly, Babaita, (2010) on the topic: An appraisal of Employee motivation in the Nigerian Banking Industry. Using Nigeria as a case study, seek to identified factors that motivate employees and to find out how effective are these motivation methods. The population for the study include top level management, middle level management, supervisory level and others. The size of the sample was 94 respondents selected using simple random sampling technique. Statistical technique used in analyzing the data was a strong and robust non-parametric statistic called G- Test. The findings revealed that motivation has a positive impact on employee performance in the banking industry, this means that a good motivational package will bring about a strong and sustained overall performance of employees. Both studies looked at employee motivation vis-à-vis conditions of service.

In another research by Felicia, (2014) on the Assessment of the relationship between conditions of service and Teachers Job performance in secondary schools in Kogi State, was to find out whether there was a relationship between salaries and teachers' job performance and also, to examine the relationship between staff development and teachers' job performance in secondary schools in Kogi State. The population for the study comprised of only

academic staff both senior and junior drawn from six (6) secondary schools under study. Simple random sampling technique was used in selecting 215 teachers and 86 State Ministry Officials. The researcher employed the Pearson Product Moment Correlation (PPMC) statistical method for the data analysis and the findings revealed that, there was a significant relationship between salary and job performance of teachers' in Kogi State. The findings also revealed that significant relationship was also established between staff development and job performance of teachers. The study was related to the current study as it looked at the conditions of service of teachers in the areas of salaries, promotion and staff development.

In a study by Muokwue and Ofojebe, (2009) on Re-engineering Primary schools Teachers for Sustainable Development through Appropriate Motivation. The study investigated the motivational strategies that would be adopted to re-engineer primary school teachers for sustainable development in Onitsha North Local Government Area of Anambra State. Population for the research consisted of all primary school teachers a total of 572. Stratified random sampling technique was used in selecting a sample of 300 teachers. Data collected for the study was analyzed using mean, standard deviation and ANOVA. The findings revealed that the motivational strategies that would be adopted to re-engineer primary school teachers for sustainable development was mostly an attractive salary structure, providing opportunity for professional development through funding of in-service training. Both researches were similar in the areas of findings as it relates to salaries and staff development programmes through in-service training, workshops, and so on.

2.11 Summary

The chapter reviewed relevant literature on the research topic. A theoretical framework on the Maslow's hierarchy of human needs. From the review of literature related by various authors and researchers on motivation, job satisfaction, among others, agreed that favourable conditions of service plays a significant role in enhancing teachers productivity. Similarly, this study seek the opinions of stakeholders (principals and teachers) as well as officers of Ministry of Education whose job performance and retention are directly affected by this condition of service. From this research, condition of service could be described as the totality of all compensations and welfare packages including teachers' salaries which constitutes an important aspect of teachers' motivation. Some of the factors that are responsible abandoning teaching for other jobs include poor salary, poor housing condition, irregular or non-payment of fringe benefits, delay in promotion, non availability of loan to own a car, house or laptop, inadequacy of income and low prestige in the society.

The study also revealed that if teachers are aware that their performance would bring benefits such as promotion, recognition, pay, and so on, the wave of protests mass exodus from the Education sector and strikes coupled with low morale exhibited by teachers can best be managed if their salaries and other condition of service are favourable enough to meet individual needs. Improvement of teaching and non teaching staff salaries and other condition of service are a promising way of increasing teachers' morale and making teaching as a profession more attractive thereby, enhancing retention of teaching and non teaching staff and improving the quality of teaching and learning in secondary schools in Lagos State.

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 Analysis

3.1 Research design

This research study used a descriptive survey research design. The purpose of descriptive surveys, according to Ezeani, (1998), is to collect detailed and factual information that describes an existing phenomenon. As such the information required for the study is in the domain of the respondents. The design was adopted because it allows for the use of representative sample and questionnaire for objective description of existing phenomenon.

3.2 Population of the study

The population of this study consisted of all teachers of senior secondary schools in the six education districts in Lagos State, Principals and Officers of Ministry of Education in Lagos State. Therefore, the target population for the study was 9,926 teachers, 311 principals and 10 officers of Ministry of Education. The source of this information is the Ministry of Education Annual School Census Report (2012) Lagos State. Details of this data are shown on Table 3.1. The table showed the distribution of education districts and their Local Government Authorities (LGA's), number of schools and Teachers.

Table 3.1: Distribution of Local Government Authorities, Number of Senior Secondary Schools and Number of Teachers in Senior Secondary Schools, Respectively

S/N	LGEA'S	No. of Senior Secondary Schools	No. of Teachers in Senior Secondary Schools
1.	Agege	8	433
2.	Ajeromi/Ifelodun	20	390
3.	Alimosho	21	1178
4.	Amuwo odofin	20	386
5.	Apapa	6	139
6.	Badagry	13	346
7.	Epe	25	381
8.	Eti-osa	17	314
9.	Ibeju-lekki	9	106
10.	Ifako/Ijaye	7	470
11.	Ikeja	11	536
12.	Ikorodu	27	1045
13.	Kosofe	14	562
14.	Lagos island	10	236
15.	Lagos mainland	9	269
16.	Mushin	15	519
17.	Ojo	15	513
18.	Oshodi-Isolo	22	856
19.	Somolu	13	496
20.	Surulere	29	751
	Total	311	9926

Source: Lagos State Ministry of Education, Annual Schools Census (2012)

3.3 Sample and Sampling Techniques

A sample is that portion of the population that a researcher selects for the purpose of data collection and analysis. Nwana (1981) suggested that if the population is a few hundred, the sample size should be 40%. If they are many hundreds, 20% of the population, few thousands 10% and several thousands 5% of population will serve. Multi-stage cluster sampling technique was employed in the study to reduce the population to a minimum size for accessibility and to reduce cost and time. The local education districts are already statutorily divided into six clusters (Directorate of public schools in Lagos State, 2008) as shown in

Table 3.2. A sample of three education districts was randomly selected using simple random sampling technique as shown in Table 3 respectively.

Table 3.2: Education Districts with L.G.E.A's

S/N	Districts	L.G.E.A
1.	District 1	Agege, Alimosho, Ifako-Ijaiye
2.	District 2	Ikorou, Kosofe, Somolu
3.	District 3	Epe, Eti-osa, Ibeju-lekki, Lagos island
4.	District 4	Apapa, Lagos mainland, Surulere
5.	District 5	Ajeromi/Ifelodun, Amuwo-odofin, Badagry, Ojo
6.	District 6	Ikeja, Mushin, Oshodi-Isolo

Source: Lagos state ministry of education, annual school census report in Lagos State October, (2012)

Table 3.3: Categorization of the Selected Districts According to L.G.E.A's

District 1	District 3	District 6
Agege	Epe	Ikeja
Alimosho	Eti-osa	Mushin
Ifako-Ijaiye	Ibeju- Lekki	Oshodi-Isolo
	Lagos island	

At the second stage, the three selected districts as shown in Table 3.3 were sub-divided into local Government Education Authorities (L.G.E.A's) and a sample of one (LGEA's) was randomly selected from each district. The outcome of the first stage of the sampling procedure resulted in districts 1, 3 and 6 being selected. The Local Government Areas (LGA's) in the three districts are shown in Table 3. Random sample of one local government area each drawn from Table 3 resulted in Alimosho, Ikeja and Lagos-Island LGEAs being selected. In Alimosho LGEA, samples of eight (8) senior secondary schools were drawn from the 21 senior secondary schools in the LGEA. Also in Ikeja LGEA, samples of four (4) senior secondary schools were drawn from the eleven (11) senior secondary schools in the LGEA. In Lagos Island LGEA, samples of 4 senior

secondary schools were drawn from the 10 senior secondary schools in the LGEA. It should be noted that 40% was used to draw sampled size for each of the sub-population units for secondary schools. A total of sixteen (16) senior secondary schools were selected in all as sampled size.

Table 3.4: Categorization of teachers according to selected districts

	S/N.	LGAs	No. of Schools	No. of Teachers
District 1	1.	Agege	8	433
	2.	Alimosho	21	1178
	3	Ifako-Ijaye	7	470
District 3	4.	Epe	25	381
	5.	Eti-Osa	17	314
	6	Ibeju- Lekki	9	106
	7	Lagos Island	10	236
District 6	8	Ikeja	11	536
	9	Mushin	15	519
	10	Oshodi- Isolo	22	856
		Total	**145**	**5029**

Table 3.4 shows the selected three districts according to schools population and teachers population which was randomly selected.

Table 3.5: Population and Sample size of the Selected Schools and Teachers

	LGA	**Population of Schools**	**Population of Teachers**	**Sampled size for Schools**	**Sampled size for Teachers**
District 1	Alimosho	21	1178	8	118
District 3	Lagos-island	10	236	4	24
District 6	Ikeja	11	536	4	54
		Total		**16**	**196**

Table 3.5 shows the sampled size of 196 for senior secondary school teachers, 16 for senior secondary schools and 10 for officers of Ministry of Education respectively

3.4 Instrumentation

The method of self-report questionnaire was used for the collection of data in the study. This is in affirmation to the opinions of Afolabi (1993), Okam (1998). The instrument for this study was a questionnaire constructed by the researcher. The questionnaire contains two sections; A and B, Section A contains Bio-Data of the respondents such as age, gender, and so on, while Section B consists of structured questions which the respondents are expected to respond to. A Five-Likert Scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) was used.

3.5 Validity of the instrument

In order to make sure that the final copy of the questionnaire is valid for the study, the researcher employed the services of some Postgraduate students in the Department of Education, lecturers, and statisticians during the construction of the questionnaire. Based on the input of the lecturers and supervisors, a draft of the questionnaire was submitted to the supervisors for validation. On the basis of their expert inputs, a well-structured questionnaire consisting of 5 demographic variables and 6 sections each consisting of several 5-likert scale questions of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree carrying points of 5,4,3,2, and 1 respectively which were thus administered to the respondents.

3.6 Pilot Study

A pilot study was conducted in a segment of the population in Epe LGEA. A total of 50 copies of the questionnaires were distributed but only 42 were returned. The questionnaire consisted of sections such as request letter, bio-data, guidelines on how to fill the questionnaire which was designed to test the opinion of the respondents based on the hypotheses of the research. The data collected were analyzed through the use of reliability coefficient.

3.7 Reliability of the instrument

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. The reliability of the instrument was determined using test-retest reliability. Consequently, reliability co-efficient of alpha level of 0.941 and standard alpha level of 0.940 were obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel and Stevens (1999). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the research work.

3.8 Procedure for Data Collection

The data for the study were collected through the administration of the instruments with the aid of two trained research assistants who were trained by the researcher. Official permission was obtained from the principals of the sampled schools. The trained research assistants therefore helped to administer the instruments by direct delivery technique and collect back the administered instruments from respondents of sampled schools.

3.9 Method of Data Analysis

The various data analysis tools used in the study were discussed herein. The analysis was carried out based on the research questions and hypotheses selected. Both descriptive and inferential statistical techniques were used in the analysis of data. The descriptive statistics involved the use of frequencies and percentages, mean, standard deviation for the bio-data and other variables. The inferential statistics involved the answering of research questions and testing of the postulated null hypotheses. The analysis was done by the use of Statistical Package for Social Sciences (SPSS) to test the six hypotheses stated in chapter one. However, hypotheses 1, 2, 3, 4, 5 and 6 were analyzed through the use of Chi Square Analysis. The data analysis is thus presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated null hypotheses. To uphold or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF DATA

4.1 Introduction

This chapter discusses the analysis and interpretation of data collected through questionnaire. Data collected as related to the issues raised in the objectives. These issues are on the impact of salaries and other allowances, promotion, fringe benefits, staff development, staff welfare services and retirement benefits on the performances and retention of teaching and non-teaching staff in secondary schools in Lagos State. The demographic characteristics of the respondents are also presented in this chapter. The analysis and discussions of those issues are presented in sections to reflect the sequential order on the issues raised in the objectives. Frequency count and simple percentages were used in the discussions. Hypotheses were tested by the aid of Statistical Package for Social Science (SPSS) and the discussions were also presented in this chapter.

4.2 Demographic Characteristics of Respondents

Table 4.2.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	86	47.8%
Female	94	52.2%
Total	**180**	**100**

Table 4.2.1 revealed that 86 of the sampled respondents representing 47.8% were males while the remaining 94 representing 52.2% were females. This means that there were more female respondents than male respondents in the study area.

Table 4.2.2 Distribution of Respondents by Status

Status	Frequency	Percentage
Teacher	147	81.7%
Principal	21	11.7%
M.O.E	12	6.7%
Total	**180**	**100**

Details of Table 4.2.2 revealed that 147 of the respondents representing 81.7% were teachers, the principals were 21 representing 11.7%, while those of the Ministry of Education were 12 representing 6.7%. This shows that majority of the respondents were teachers.

Table 4.2.3: Distribution of Respondents by Academic Qualification

Educational qualification	Frequency	Percentage
B.Ed.	74	41.1%
M.Ed.	14	7.8%
NCE	52	28.9%
Others	40	22.2%
Total	**180**	100%

A great majority of the respondents totaling 74 and representing 41.1% had the B.Ed, those with the NCE qualification were 52 representing 28.2% those that possessed the M.Ed qualification were 14 Respondents representing 7.8%, while others with variety of qualifications were 40 respondents representing 22.2%. The implication of this is that greater number of the respondents were qualified to provide the needed responses to the study under consideration.

Table 4.2.4: Distribution of Respondents by Age

Age	Frequency	Percentage
21-25 years	17	9.4%
26-30 years	24	13.3%
31-35years	29	16.1%
36-40years	43	7.0%
40 and above	67	37.2%
Total	**180**	**100%**

In line with the details presented in Table 4.2.4, 17 respondents representing 9.4% were between the ages of 21-25 years, 24 respondents representing 13.3% were within the age bracket of 26-30 years, between the ages of 31-35 years were 29 respondents representing 16.1%, 43 respondents representing 7.0% are within the age circle of 36-40 while those within the ages of 40 and above were 67 respondents representing 37.2%.

Table 4.2.5: Distribution of Respondents by Teaching Experience.

Teaching experience	Frequency	Percentage
0-5	37	20.6%
6-10	38	21.1%
11-15	44	24.4%
16-20	29	16.1%
21 and above	32	17.8%
Total	**342**	**100%**

Table 4.2.5 revealed the distribution of respondents by teaching experience. It reveals that those with 0-5 years of teaching experiences were 37 representing 20.6%. Those with 6-10 years of experience were 38 respondents representing 21.1%. Respondents with 11-20 years of experience were 44 representing 24.4%, those with 16-20 years were 29 representing 16.1% while those with 21 years and above were 32 representing 17.8%. A consideration of this classification reveals a fairly equitable distribution in the rank and files of the

respondents which is capable of given this study the desired responses for analysis and generalization.

4.3 Interpretation and Presentation of Tables

A Six item-statement was used in the evaluation of respondents' opinions (See *Appendix A*). Ten items of similar bases were grouped together on each six tables.

4.3.1 Opinions of Respondents on the Impact of Salaries and other Allowances on Job Performances and Retention of Teaching and Non-Teaching staff in Secondary Schools in Lagos State

This section covers items 1 to 10 in the questionnaire presented to each respondent. Thus, Items 1 and 2 attempted to find out the opinions of stakeholders on whether salaries and other allowances paid as at when due enhances job performance of teaching and non-teaching staff and whether non-payment of leave grant affect the attitudes of non-teaching staff in secondary schools, respectively. While item 3 solicited the opinions of respondent on whether housing allowances encourage teaching staff to take their work seriously, item 4 attempted to find out whether payment of housing allowances encourage non-teaching staff to take their work seriously.

Item 5 attempted to find out whether hazard allowances challenge teaching and non-teaching staff to take risks in their job. However, items 6, 7 and 8 attempted to find out if payment of meal allowances make teaching and non-teaching staff to work harder, take home at the end of the month for teaching staff could serve as a basis for them to remain in the teaching and whether take home for non teaching staff could serve as a basis for them to take their work seriously, respectively. Item 9 attempted to find out whether the uncertainty of getting salary at the end of the month makes teaching and non-teaching staff not to be serious

with their work. However, item 10 attempted to find out whether or not the certainty of getting salary at the end of the month encourages teaching and non-teaching staff to be dedicated to work and the decision to remain in the job. Details were presented in Table 4.3.1.

Table 4.3.1: Opinions of Respondents on the Impact of Salaries and other Allowances on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item Statement	SA	A	U	D	SD	Mean	ST.DEV
1	Salary and allowances paid as at when due enhances job performance and retention of teaching and non-teaching staff in secondary schools.	106 58.9%	67 37.2%	2 1.1%	4 2.2%	1 0.6%	4.5167	0.68890
2	Non payment of leave grant affects job performance and retention of teaching and non-teaching staff in secondary schools.	97 53.9%	71 39.4%	5 2.8%	5 2.8%	2 1.1%	4.4222	0.77644
3	Housing allowances encourages job performance and retention of teaching and non-teaching staff in secondary schools.	92 51.1%	79 43.9%	5 2.8%	3 1.7%	1 0.6%	4.4333	0.68585
4	Non-payment of housing allowances discourages job performance and retention of teaching and non-teaching staff in secondary schools.	79 43.9%	79 43.9%	9 5.0%	12 6.7%	1 0.6%	4.2389	.86757
5.	Payment of hazard allowances encourages job performance and retention of teaching and non-teaching staff in secondary schools.	83 46.1%	81 45.0%	7 3.9%	8 4.4%	1 0.6%	4.3167	.79436
6	Payment of meal allowances encourages job performance and retention of teaching and non-teaching staff in secondary schools.	79 43.9%	70 38.9%	21 11.7%	9 5.0%	1 0.6%	4.2056	.87611
7	Take home at the end of the month encourages job performance and retention of teaching and non-teaching staff in secondary schools.	95 52.%	76 42.2%	5 2.8%	3 1.7%	1 0.6%	4.4500	.68727
8	The uncertainty of getting salary at the end of the month discourages job performance and retention of teaching and non-teaching staff in secondary schools.	101 56.7%	59 32.8%	6 3.3%	13 7.2%	1 0.6%	4.3889	.86126
9	The certainty of getting salary at the end of the month encourages job performance and retention of teaching and non-teaching staff in secondary schools.	113 62.8%	48 26.7%	16 8.9%	2 1.1%	1 0.6%	4.5000	.75116
10	Increment of salary and allowances encourages job performance and retention of teaching and non-teaching staff in secondary schools.	105 58.3%	56 31.1%	14 7.8%	3 1.7%	2 1.1%	4.4389	.79919

Response rate as shown in Table 4.3.1 revealed that salaries and allowances paid as when due to staff enhance job performances and retention of teaching and non-teaching staff in secondary schools. This fact is justified by the

fact that majority of the respondents agreed to this assertion. 106 respondents representing 58.9% strongly agreed and 67 respondents representing 37.2% agreed. This means that a total of 173 respondents out of 180 representing about 96.1% with the mean score of 4.5167 are comfortable with this opinion. On the second item in the Table which posits that non-payment of leave grant affects job performance and the retention of teaching and non-teaching staff in secondary schools show respondents opinion that 97 respondents representing 53.9% strongly agreed while 71 respondents agreed representing 39.4%. This goes to show that 168 respondents out of 180 representing 93.3% are in support of this assertion.

In the same vein, item 8 on the respondents questionnaire posits that uncertainty of getting salary at the end of the month discourage job performance, in this regard the respondents opinion shows that 102 respondents representing 56.7% strongly agreed to this statement while 59 respondents representing 32.8% agreed to it. This indicates that majority of the respondents agreed to this item statement. From the responses of the respondents above it clearly indicates that regular payment of salary to staff have a very good impact on the job performances and retention of teaching and non-teaching staff. Above all, increment of salary and allowances encourages job performance and retention of teaching and non-teaching staff in secondary schools. This assertion is supported by the opinion of respondents as 105 of them representing 58.3% strongly agreed and 56 respondents representing 31.1% agreed. The positive opinion of the respondents to this issue is represented by the mean response of 4.4389 and standard deviation of .79919 respectively. The responses of the respondents

clearly show the impact of salary and other allowances on the job performances and retention of teaching and non-teaching staff in secondary schools.

4.3.2 Opinions of Respondents on the Impact of Promotion on the Job Performances and Retention of Teaching and Non-Teaching staff in Secondary Schools in Lagos State

In this area, the opinions of respondents were presented. The section contained items 11 to 20. Items 11, 12, 13 and 14 attempted to find out whether written examination is a criteria used for promotion to encourage job performance and retention of teaching and non-teaching staff in secondary schools, oral interview is a criteria used for promotion to encourage teaching and non-teaching staff in secondary schools, senior staff are due for promotion after two years for optimum job performance of teaching and non-teaching staff, junior staff are due for promotion after three years for optimum job performance of teaching and non-teaching staff in secondary schools, respectively.

Items 15, 16, and 17 focused on whether promotion as at when due encourages job performance and retention of teaching and non-teaching staff in secondary schools, delay in promotion affects job performance of teaching and non-teaching staff in secondary schools, payment of promotion arrears as at when due encourages job performance and retention of teaching and non-teaching staff in secondary schools. Lastly, items 18, 19 and 20 also wanted to know about the following statement; whether verification of credentials before promotion encourages job performance and retention of teaching and non-teaching staff in secondary schools, no promotion for staff who fail to pass the promotion examination affects job performance and retention of teaching and non-teaching of staff, non- payment of promotion arrears affects job performance and retention

of teaching and non-teaching staff in secondary schools in Lagos state. Details on table 4.3.2.

Table 4.3.2: Opinions of Respondents on the Impact of Promotion on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item statement	SA	A	U	D	SD	Mean	ST.DEV
11	Written examination is a criteria used for promotion to encourage job performance and retention of teaching and non-teaching staff in secondary schools.	55 30.6%	80 44.4%	16 8.9%	12 6.7%	17 9.4%	3.8000	1.21628
12	Oral interview is a criteria used for promotion to encourage job performance and retention of teaching and non-teaching staff in secondary schools.	53 29.4%	86 47.8%	10 5.6%	12 13.9%	6 3.3%	3.8611	109220
13	Senior staff are due for promotion after two years for optimum job performance and retention of teaching and non-teaching staff in secondary schools.	61 33.9%	64 35.6%	18 10.0%	18 10.0%	19 10.6%	3.7222	1.31198
14	Junior staff is due for promotion after three years for optimum job performance and retention of teaching and non-teaching staff in secondary schools.	70 38.9%	65 36.1%	13 7.2%	21 11.7%	11 6.1%	3.9000	1.21490
15	Promotion as at when due encourages job performance and retention of teaching and non-teaching staff in secondary schools.	112 62.2%	57 31.7%	6 3.3%	3 1.7%	2 1.1%	4.5222	.74335
16	Delay in promotion affects job performance and retention of teaching and non-teaching staff in secondary schools	113 62.8%	59 32.8%	4 2.2%	4 2.2%	0 0%	4.5611	.65300
17	Payment of promotion arrears as at when due encourages job performance and retention of teaching and non-teaching staff in secondary schools.	86 47.8%	82 45.6%	11 6.1%	0 0%	1 .6%	4.4000	.65672
18	Verification of credentials before promotion encourages job performance and retention of teaching and non-teaching staff in secondary schools.	62 34.4%	76 42.2%	26 14.4%	9 5.0%	7 3.9%	3.9833	1.02197
19	No promotion for staff who fails to pass the promotion examination affects job performance and retention of teaching and non-teaching staff in secondary schools.	72 40.0%	64 35.6%	21 11.7%	7 3.9%	16 8.9%	3.9389	1.21519
20	Non-payment of promotion arrears affects job performance and retention of teaching and non-teaching staff in secondary schools.	79 43.9%	83 46.1%	11 6.1%	3 1.7%	4 2.2%	4.2778	.83268

Response rate as revealed in Table 4.3.2 examines the impact of promotion on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. Majority of the respondents agreed that delay in

promotion affects job performance and retention of teaching and non-teaching staff in secondary schools. To this, 113 respondents representing 62.8% strongly agreed and 59 respondents representing 32.8% agreed with the highest means response of 4.5611 and standard deviation of .65300. In the same vein, majority of the respondents lend support to the assertion that promotion as at when due encourage job performances and retention of teaching and non-teaching staff. In this regard, majority of the respondents totaling about 112 representing 62.2% with the mean response of 4.5222 and other contrary responses. On the item 20 in the questionnaire, which posits that non-payment of promotion arrears affects job performance and retention of teaching and non-teaching staff in secondary schools. In this regard, majority of the respondents totaling about 79 representing 43.9% strongly agreed and 83 respondents representing 46.1% of the total respondents of 180 with the mean response of 4.2778 and standard deviation of .83268 outweigh the contrary responses of other respondents. This goes to show that there is a positive impact of promotion on staff job performance.

4.3.3 Opinions of Respondents on the Impact of Fringe Benefits on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

This section covers items 21 to 30, where items 21, 22 and 23 attempted to find out whether giving teaching staff the opportunity to own personal car through loan enhances job performance of teaching and non-teaching staff in secondary schools, access to housing loan encourages job performance and retention of staff, non-accident bonus for staff encourages job performance and retention of staff. However, items 24, 25, and 26 attempted to find out whether tools allowances encourage positive attitude to job performance and retention of teaching and non-teaching staff, the use of official car to ease transportation enhances optimum job

performance and retention of teaching and non-teaching staff, disturbance allowance for staff on transfer enhances optimum job performance and retention of teaching and non-teaching staff in secondary schools. Lastly, items 27, 28, 29 and 30 , sought the opinions of respondents on the following; end of the year bonus encourages optimum job performance of teaching and non-teaching staff, vacation grant for senior staff encourages positive attitude to job performance and retention of teaching and non-teaching staff, long service award encourages job performance and retention of teaching and non-teaching staff, work overtime benefits encourages job performance of teaching and non-teaching staff in secondary schools in Lagos state, respectively. Details on this can be found in Table 4.3.3.

Table 4.3.3: Opinions of Respondents on the Impact of Fringe Benefits on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item Statement	SA	A	U	D	SD	Mean	ST.DEV
2I	Giving teaching staff the opportunity to own personal car through loan enhances job performance and retention of teaching and non-teaching staff in secondary schools.	67 37.2%	102 56.7%	0 0%	6 3.3%	5 2.8%	4.2833	0.66244
22	Access to housing loan encourages job performance and retention of teaching and non-teaching staff in secondary schools.	78 43.3%	90 50.0%	7 2.9%	0 0%	5 2.8%	4.3389	0.68637
23	Non-accident bonus for staff encourages job performance and retention of teaching and non-teaching staff in secondary schools.	50 27.8%	78 43.3%	36 20.0%	12 6.7%	4 2.2%	3.8778	0.96680
24	Tools allowances encourage positive attitudes to job performance and retention of teaching and non-teaching staff in secondary schools.	60 33.3%	76 42.2%	19 10.6%	12 6.7%	13 7.2%	3.8778	1.16108
25	The use of official car to ease transportation enhances optimum job performance and retention of teaching and non-teaching staff in secondary schools.	74 41.1%	79 43.9%	19 10.6%	7 3.9%	1 0.6%	4.2111	0.82549
26	Disturbance allowance for staff on transfer enhances optimum job performance and retention of teaching and non-teaching staff in secondary schools.	68 37.8%	78 43.3%	15 8.3%	18 10.0%	1 .6%	4.0778	0.95400
27	End of the year bonus encourages optimum job performance and retention of teaching and non-teaching staff in secondary schools.	98 54.4%	70 38.9%	9 5.0%	3 1.7%	0 0%	4.4611	0.67156
28	Vacation grant for senior staff encourages positive attitude to job performance and retention of teaching and non-teaching staff in secondary schools.	80 44.4%	71 39.4%	20 11.1%	9 5.0%	0 0%	4.2333	0.83966
29	Long service award encourages job performance and retention of teaching and non-teaching staff in secondary schools.	94 52.2%	59 32.8%	10 5.6%	17 9.4%	0 0%	4.2778	0.93984
30	Work overtime benefits encourage job performance and retention of teaching and non-teaching staff in secondary schools.	85 47.2%	62 34.4%	21 11.7%	10 5.6%	2 1.1%	4.4944	3.89886

Responses rate as shown in Table 4.3.3, in respect of fringe benefits and staff job performances and retention of teaching and non-teaching staff in secondary schools indicates that work overtime benefits encourage job performance and retention of teaching and non-teaching staff in secondary schools. Majority of the respondents totaling 85 representing 47.2% with the mean response of 4.4944 and standard deviation of 3.89886 strongly agreed and agreed to this assertion. On the item that posits workers access to housing loan encourage job performance and retention of teaching and non-teaching staff , majority of the respondents totaling 78 respondents representing 43.3% and 90 respondents representing 50.0% agreed to this assertion. In the same vein, long service award encourage job performance and retention of teaching and non-teaching staff in, majority of the respondents totaling 94 representing 44.4%strongly agreed while 59 respondents representing 32.8% with mean scores of 4.278 and standard deviation of .93984. Therefore, granting fringe benefits to staff encourage job performance and retention of teaching and non-teaching staff in secondary schools.

4.3.4 Opinions of Respondents on the Impact of Staff Development on the Job Performance and Retention of Teaching and Non-teaching Staff in Secondary Schools in Lagos State

This section contained items 31 to 40. Items 31, 32 and 33 sought the opinions of respondents on whether newly appointed staff who were given orientation demonstrate commitment to work, skills acquired at seminars encourage teaching staff to take more responsibilities, teaching and non-teaching staff who participate in workshop regularly are likely to remain in the job, respectively. While items 34, 35, 36 and 37 attempted to find out whether in-service training towards career development and progression of staff encourages

staff retention and performance, teaching and non-teaching staff who were allowed to attend conferences, tend to put in their best at work, non-teaching staff who were encouraged to go for further training are likely to remain in the job, training of officers on leadership and management skills enhances job performance and retention of staff in secondary schools, respectively. Also, items 38, 39 and 40 attempted to find out whether evaluation of teaching staff is a basis for improved job performance, re-orientation of various cadres in the school improves their performance on the job, staff training on area of specialization improves performance and sense of achievement among teaching staff, respectively.

Table 4.3.4: Opinions of Respondents on the Impact of Staff Development on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item Statement	SA	A	U	D	SD	Mean	ST.DEV
1	Orientation for newly appointed staff affects job performance and retention of teaching and non-teaching staff in secondary schools.	84 46.7%	67 37.2%	18 10.0%	10 5.6%	1 0.6%	4.2389	0.88667
2	Skills at seminar enhance optimum job performance and retention of teaching and non-teaching staff in secondary schools.	85 47.2%	91 50.6%	2 1.1%	2 1.1%	0 0%	4.4389	0.58054
3	Regular workshop for staff enhances job performance and retention of teaching and non-teaching staff in secondary schools.	86 47.8%	90 50.0%	4 2.2%	0 0%	0 0%	4.4556	0.54231
4	In-service training towards career development and progression encourage job performance and retention of teaching and non-teaching staff in secondary schools.	94 62.2%	76 42.2%	9 5.0%	1 .6%	0 0%	4.4611	0.61964
5	Organizing conferences for staff encourages job performance and retention of teaching and non-teaching staff in secondary schools.	31 17.0%	60 33.6%	20 11.1%	33 18.1%	36 20.2%	4.4448	0.59678
6	Further training of staff encourages job performance and retention of teaching and non-teaching staff in secondary schools.	96 53.3%	76 42.2%	3 1.7%	3 1.7%	2 1.1%	4.4500	0.71901
7	Training of officers on leadership and management skills encourages job performance and retention of teaching and non-teaching staff in secondary schools.	74 41.1%	94 52.2%	7 3.9%	5 2.8%	0 0%	4.3167	0.68074
8	Evaluation of staff is a basis for improved job performance and retention of teaching and non-teaching staff in secondary schools.	69 38.3%	90 50.0%	19 10.6%	1 0.6%	1 0.6%	4.2500	0.70809
9	Re-orientation of various cadres in the organization improves job performance and retention of teaching and non-teaching staff in secondary schools.	79 43.9%	92 51.1%	7 2.9%	2 1.1%	0 .0%	4.3778	0.61776
10	Staff training in areas of specialization improves job performance and retention of teaching and non-teaching staff in secondary schools.	83 46.1%	86 47.8%	8 4.4%	3 1.7%	0 0%	4.3833	0.65395

Response rate as presented in Table 4.3.4 showed the responses of the respondents on the impact of staff development on job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State. Majority of the respondents strongly agreed that further training of staff encourage job performance and retention of teaching and non-teaching staff. This is indicated in the position of respondents' opinion that about 96 respondents representing 53.3% of the entire respondents strongly agreed and 76 respondents representing 42.2% agreed with the total mean response of 4.4500 and standard deviation of 0.71901. In the same vein, most of the respondents totaling 94 representing 52.2% strongly agreed and 76 respondents representing 42.2% agreed to the fact that in-service training towards career development and progression encourages job performance and retention of teaching and non-teaching staff with the mean response of 4.4611and standard deviation of 0.61964. Regular workshop for staff is said to enhance job performance and retention of teaching and non-teaching staff. 86 respondents representing 47.8% of the respondents strongly agreed to this assertion while 90 respondents representing 50.0% agreed to this item statement with the mean response of 4.4556 and standard deviation of 5.4231 respectively. In similar condition, orientation for newly appointed staff affects job performance and retention of teaching and non-teaching staff. To this, 84 respondents representing 46.7% strongly agreed while 67 respondents representing 37.2% to this item statement with the mean response of 4.2389 and standard deviation of 0.88667. In consideration of the opinion of respondents on issues and items on staff development, there is a strong positive impact of staff development on the job performances and retention of teaching and non teaching staff in secondary schools.

4.3.5 Opinions of Respondents on the Impact of Welfare Services on the Job Performances and Retention of Teaching and Non-Teaching staff in Secondary Schools in Lagos State

This section relates to items 41 to 50 in the questionnaire. Items 41, 42 and 43 attempted to find out whether granting advance to eligible staff who have title document to purchase land or building or renovate residential building encourages staff to remain with the school, teaching and non-teaching staff who enjoy National Health Insurance Scheme (NHIS) in secondary schools are likely to remain working with the school, staff who enjoy free medical services are dedicated to work, respectively. Items 44, 45 and 46 sought out the opinions of respondents on whether free transportation to work encourages staff to take their work seriously, provision of staff recreational facilities promote staff retention, provision of internet facilities enhances job performance of teaching and non-teaching staff, respectively. Lastly, items 47, 48, 49 and 50 attempted to find out whether provision of staff canteen promotes dedication to work and the decision to stay with the school, good sanitary condition at place of work promotes job performance and retention of staff, provision of housing at a subsidized rate motivate teaching and non-teaching staff no to leave their job, social amenities at the staff quarters such as potable drinking water and constant electricity supply enhances job performance and retention of teaching and non-teaching staff in secondary schools, respectively.

Table 4.3.5: Opinions of Respondents on the Impact of Welfare Services On the Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item Statement	SA	A	U	D	SD	Mean	ST.DEV
1	Granting advance to eligible staff who have titled documents to purchase land or building or renovate residential building encourage job performance and retention of teaching and non-teaching staff in secondary schools.	72 40.0%	79 43.9%	8 4.4%	21 11.7%	0 0%	4.1222	0.94930
2	Access to national health insurance scheme (NHIS) encourages job performance and retention of teaching and non-teaching staff in secondary schools.	72 40.0%	94 52.2%	5 2.8%	9 5.0%	0 0%	4.2722	0.72849
3	Free medical services encourage job performance and retention of teaching and non-teaching staff in secondary schools.	89 49.4%	80 44.4%	5 2.8%	5 2.8%	1 0.6%	4.3944	0.72849
4	Free transportation scheme for staff encourages retention of job performance and retention of teaching and non-teaching staff in secondary schools	72 40.0%	86 47.8%	13 7.2%	9 5.0%	0 0%	4.3889	0.68820
5	Provision of recreational facilities promote job performance and retention of teaching and non-teaching staff in secondary schools	72 40.0%	86 47.8%	13 7.2%	9 5.0%	0 0%	4.2278	0.78981
6	Provision of internet facilities enhances job performance and retention of teaching and non-teaching staff in secondary schools.	92 51.1%	79 43.9%	2 1.1%	7 3.9%	0 0%	4.4222	0.70873
7	Provision of staff canteen promotes job performance and retention of teaching and non-teaching staff in secondary schools.	63 35.0%	89 49.4%	21 11.7%	6 3.3%	1 0.6%	4.1500	0.79436
8	Good sanitary facilities (toilet) at a place of work promote job performance and retention of teaching and non-teaching staff in secondary schools.	85 47.2%	81 45.0%	9 5.0%	5 2.8%	0 0%	4.3667	0.70829
9	Provision of housing at a subsidized rate encourages job performance and retention of teaching and non-teaching staff in secondary schools.	99 55.0%	59 32.8%	19 10.6%	3 1.7%	0 0%	4.4111	0.74586
10	Social amenities at the staff quarters such as portable drinking water and constant electricity supply enhance job performance and retention of teaching and non-teaching staff in secondary schools.	98 54.5%	60 33.3%	13 7.2%	9 5.0%	0 0%	4.3722	0.82578

In line with Table 4.3.5, on the impact of welfare services on the job performances and retention of teaching and non-teaching staff in secondary

schools, majority of the respondents totaling 169 representing 93.9% are of the firm believe that free medical services encourage job performance and retention of teaching and non-teaching staff with mean response of 4.3944 and standard deviation of 0.72849. However, most of the respondents strongly agreed to the assertion that the provision of internet facilities to workers enhances their job performance and retention of teaching and non-teaching staff. In this regard, respondents totaling about 171 representing 95.0% with the mean response of 4.4222 and standard deviation of 0.70873 respectively. Similarly, respondents were on the affirmative that the provision of social amenities at the staff quarters such as portable drinking water and constant electricity supply enhances job performance and retention of teaching and non-teaching staff in secondary schools. Above all granting advances to eligible staff that have documents to purchase land or building or to renovate residential building encourages job performance of staff and retention of teaching and non-teaching staff. Therefore, the opinion of respondents on issues and items of welfare services to workers shows that welfare services encompass a strong positive impact greatly on the job performances and retention of staff.

4.3.6 Opinions of Respondents on the Impact of Retirement Benefits on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

This section contained items 51 to 60. Items 51, 52, 53, and 54 sought the opinions of respondents on the following statement; whether non-payment of gratuity affect the attitudes of teaching staff to work, pre-retirement seminar organized for retirees encourage them to retain their job, prompt and adequate payment of retirement benefits enhance performance and encourage staff to stay with the schools, entrepreneurship training for retirees encourages hard work

among teaching and non-teaching staff, respectively. Also, items 55, 56 and 57 attempted to find out whether access to life insurance enhance job performance teaching and non-teaching staff secondary schools, flexible medical plan for retired teaching and non-teaching staff motivate them to stay in the schools, secondary school who provides their retiring staff access to legal services encourages job performance and retention of staff, respectively. Lastly, items 58, 59 and 60 attempted to find out the opinions of respondents on whether secondary school who provides pension-earning for officers on study courses with pay encourage staff to be dedicated to work, benefits enjoyed on journey undertaken when proceeding on retirement enhances optimum performance and retention of staff in secondary schools, employer's contribution to staff pension guaranteed the retention of teaching and non-teaching staff and enhances job performance, respectively.

Table 4.3.6: Opinions of Respondents on the Impact of Retirement Benefits on Job Performances and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

S/N	Item Statement	SA	A	U	D	SD	Mean	ST.DEV
1	Non-payment of gratuity affects job performance and retention of teaching and non-teaching staff in secondary schools.	0 0%	18 10.0%	0 0%	67 37.2%	95 52.8%	1.67	0.90825
2	Pre-retirement seminar organized for retirees encourages job performance and retention of teaching and non-teaching staff in secondary schools	1 0.6%	23 12.8%	0 0%	76 42.2%	80 44.4%	1.83	0.991
3	Prompt and adequate payment of retirement benefits enhance job performance and retention of teaching and non-teaching staff in secondary schools	1 0.6%	3 1.7%	0 0%	87 43.3%	89 49.4%	1.56	0.645
4	Entrepreneurship training for retirees encourages job performance and retention of teaching and non-teaching staff in secondary schools	14 7.8%	0 0%	6 3.3%	82 45.6%	78 43.3%	1.83	1.070
5	Access to life insurance enhances job performance and retention of teaching and non-teaching staff in secondary schools	0 0%	6 3.3%	18 10/0%	73 40.6%	83 46.1%	1.71	0.782
6	Flexible medical plan for retirees encourage job performance and retention of teaching and non-teaching staff in secondary schools	1 0.6%	0 0%	13 7.2%	87 48.3%	79 43.9%	1.65	0.664
7	Access to legal services for retirees encourage job performance and retention of teaching and non-teaching staff in secondary schools	0 0%	7 3.9%	17 9.4%	83 46.1%	73 40.6%	1.77	0.777
8	Pension earning for officers on study courses with pay encourages job performance and retention of teaching and non-teaching staff in secondary schools	12 6.7%	0 0%	19 10.6%	69 38.3%	80 44.4%	1.86	1.066
9	Benefits enjoyed on journey undertaken when proceeding on retirement enhances optimum job performance and retention of teaching and non-teaching staff in secondary schools	0 0%	12 6.7%	13 7.2%	81 45.0%	74 41.1%	1.79	0.844
10	Employers contribution to staff pension guarantee job performance and retention of teaching and non-teaching staff in secondary schools	72 40.0%	86 47.8%	13 7.2%	7 3.9%	2 1.1%	4.22	0.827

Table 4.3.6 sought out to know the opinions of respondents on the impact of retirement benefits on job Performances and retention of teaching and non-teaching staff. To an overwhelming, majority of the respondents totaling 95 representing 52.8% strongly disagreed and 67 representing 37.2% disagreed to the assertion that non-payment of gratuity affects job performance and retention of teaching and non-teaching staff in secondary schools with the mean response of 1.67 and standard deviation of 0.90825. Similarly, most of the respondents equally disagreed that prompt and adequate payment of retirement benefits enhances job performance and retention of teaching and non-teaching staff with a detail of 89(49.4%) strongly agreed and 87(43.3%) disagreed. In a swift direction, respondents totaling about 72 representing 40.0% strongly agreed and 86 respondents representing 47.8% agreed to the assertion that employers contributions to staff pension guarantees job performance and retention of teaching and non-teaching staff. It can be deduced from the above discussion that retirement benefit does not have any significant impact on the job performance of teaching and non-teaching staff in the study area.

4.4 Hypotheses Testing

This research work formulated six hypotheses, which were: there is no significant difference in the opinions of principals and teachers on the impact of salaries and other allowances on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state; there is no significant difference in the opinions of principals and teachers on the impact of promotion on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state; there is no significant difference in the opinions

of principals and teachers on the impact of fringe benefits on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state; there is no significant difference in the opinions of principals and teachers on the impact of staff development on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state; there is no significant difference in the opinions of principals and teachers on the impact of welfare services on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state; and there is no significant difference in the opinions of principals and teachers on the impact of retirement benefits on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state, Chi Square statistical analysis was used by the help of SPSS to test whether to accept or to reject the six (6) null hypotheses at an alpha (α) 0.05 level of significance.

4.4.1 Hypothesis One

Hypothesis One, states that there is no significant difference in the opinions of principals and teachers on the impact of salaries and other allowances on the job performance of teaching and non-teaching staff in secondary schools in Lagos state. Items covering this section were collected form items 1-10 in the questionnaire. Details are in Table 4.4.1.

Table 4.4.1: Chi-Square Analysis on the opinions of Respondents on the Impact of Salaries and other Allowances on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	106					
A	67					$X^2_{cal} > X^2_{crit}$
U	2	4	357.389	9.488	0.000	H_0 Rejected
D	4					
SD	1					

Significant at $P \leq 0.05$

Table 4.4.1 reveals that the X^2_{cal} (357.389) is greater than the X^2_{crit} (9.488) with df = 4 at 0.05 level of significance. In order words, the p-value (0.000) is less than the 0.05 level of significant. Therefore, the null hypothesis is rejected. This implies that there is a significant difference on the impact of salaries and other allowances and job performance of teaching and non-teaching staff in secondary schools in Lagos state.

4.4.2 Hypothesis Two

Hypothesis Two states that there is no significant difference in the opinions of principals and teachers on the impact of promotion on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. The items covering this section were collected from 11-20 in the questionnaire.

Table 4.4.2: Chi-Square Analysis on the opinions of Respondents on the Impact of Promotion on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	113					
A	59					$X^2_{cal} > X^2_{crit}$
U	4	3	181.822	7.815	0.000	H_0 Rejected
D	4					

Significant at P≤0.05

Table 4.4.2 showed that the X^2_{cal} (181.822) is greater than the X^2_{crit} (7.815) with df = 3 at 0.05 level of significance. In order words, the p-value (0.000) is less than the 0.05 level of confidence. Therefore, the null hypothesis is rejected. This means that there is a significant difference on the impact of Promotion and job performance of teaching and non-teaching staff in secondary schools in the study area.

4.4.3 Hypothesis Three

Hypothesis Three states that there is no significant difference in the opinions of principals and teachers on the Impact of Fringe Benefits on the Job Performance of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State.

Table 4.4.3: Chi-Square Analysis on the opinions of Respondents on the Impact of Fringe Benefits on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	98					
A	70					$X^2_{cal} > X^2_{crit}$
U	9	3	141.311	7.815	0.000	H_0 Rejected
D	9					

Significant at P≤0.05

As shown in Table 4.4.3, the X^2_{cal} (141.311) is greater than the X^2_{crit} (7.815) with df = 3 at 0.05 level of significance. However, the p-value (0.000) is less than the 0.05 level of confidence. Therefore, the null hypothesis is rejected. This means that there is a significant difference on the impact of Fringe Benefits and job performance of teaching and non-teaching staff in secondary schools in Lagos State.

4.4.4 Hypothesis Four

Hypothesis Four states that there is no significant difference in the opinions of principals and teachers on the impact of staff development on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. Items covering this section were collected from 21-30 in the questionnaire.

Table 4.4.4: Chi-Square Analysis on the opinions of Respondents on the Impact of Staff Development on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	83					
A	91					$X^2_{cal} > X^2_{crit}$
U	4	3	157.556	7.815	0.000	H_0 Rejected
D	2					

Significant at P≤0.05

Table 4.4.4 revealed that the X^2_{cal} (157.556) is greater than the X^2_{crit} (7.815) with df = 3 at 0.05 level of significance. In order words, the p-value (0.000) is less than the 0.05 level of interval. Therefore, null hypothesis is rejected. This implies that there is a significant difference on the impact of staff development and job performance of teaching and non-teaching staff in secondary schools in the study area.

4.4.5 Hypothesis Five

Hypothesis Five states that there is no significant difference in the opinions of principals and teachers on the impact of welfare services on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. Items covering this section were from 41-50 in the questionnaire.

Table 4.4.5: Chi-Square Analysis on the opinions of Respondents on the Impact of Welfare Services on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	89					
A	80					$X^2_{cal} > X^2_{crit}$
U	5	4	219.222	9.488	0.000	H_0 Rejected
D	5					
SD	1					

Significant at P≤0.05

As shown in Table 4.4.5, the X^2_{cal} (219.222) is greater than the X^2_{crit} (9.488) with df = 4 at 0.05 level of significance. In order words, the p-value (0.000) is less than the 0.05 level of confidence. Therefore, null hypothesis is rejected. This means that there is a significant difference on the impact of welfare services and job performance of teaching and non-teaching staff in secondary schools in the study area.

4.4.6 Hypothesis Six

Hypothesis Six stated that there is no significant difference in the opinions of principals and teachers on the impact of retirement benefits on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. This section covers items 51-60 in the questionnaire.

Table 4.4.6: Chi-Square Analysis on the opinions of Respondents on the Impact of Retirement Benefits on the Job Performance and Retention of Teaching and Non-Teaching Staff in Secondary Schools in Lagos State

Group	Size	Df	X^2_{cal}	X^2_{crit}	P-value	Remark
SA	1					
A	3					$X^2_{cal} > X^2_{crit}$
D	87	3	164.444	7.815	0.000	H_0 Rejected
SD	89					

Significant at P≤0.05

Table 4.4.6 revealed that the X^2_{cal} (164.444) is greater than the X^2_{crit} (7.815) with df = 3 at 0.05 level of significance. In order words, the p-value (0.000) is less than the 0.05 level of interval. Therefore, null hypothesis is rejected. This implies that there is a significant difference on the impact of retirement benefits and job performance of teaching and non-teaching staff in secondary schools in Lagos State.

4.5 Summary of Hypotheses Testing

All the six (6) null hypotheses were tested by the use of Chi-Square, and were all rejected. However, the implication of this, is that the dependent variables such as salaries and other allowances, promotion, fringe benefits, staff development, welfare services have a very big impact on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state.

Table 4.5.1: Summary of the Six Null Hypotheses Tested for the Study

S/N	Ho Statement	Statistical Test used	Result	Level of Significance	Conversation
1	There is no significant difference in the opinions of principals and teachers on the impact of salaries and other allowances on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State.	Chi-Square	Ho1 Rejected.	0.05	There was significant difference in the opinions of principals and teachers on the impact of salaries and other allowances of teaching and non teaching staff in secondary schools in Lagos State.
2	There is no significant difference in the opinions of respondents on the impact of promotion on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State.	Chi-Square	Ho2 Rejected.	0.05	There was significant difference in the opinions of respondents on the impact of promotion on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State.
3	There is no significant difference in the opinions of respondents on the impact of fringe benefits on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos State.	Chi-Square	Ho3 Rejected.	0.05	There was significant difference in the opinions of respondents on the impact of fringe benefits on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos State.
4	There is no significant difference in the opinions of respondents on the impact of Staff development on the job performance of teaching and non teaching staff in secondary schools in Lagos State.	Chi-Square	Ho4 Rejected.	0.05	There was significant difference in the opinions of respondents on the impact of Staff development on the job performance of teaching and non teaching staff in secondary schools in Lagos State.
5	There is no significant difference in the opinions of respondents on the impact of welfare services on the job performance of teaching and non-teaching staff in secondary schools in Lagos State.	Chi-Square	Ho5 Rejected.	0.05	There was significant difference in the opinions of respondents on the impact of welfare services on the job performance of teaching and non-teaching staff in secondary schools in Lagos State.
6	There is no significant difference in the opinions of respondents on the impact of retirement benefits on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State	Chi-Square	Ho6 Rejected.	0.05	There was significant difference in the opinions of respondents on the impact of retirement benefits on the job performance and retention of teaching and non teaching staff in secondary schools in Lagos State

4.6 Summary of Major Findings

1. There is significant difference in the opinions of principals and teachers on the impact of salary and other allowances on job performance and retention of teaching and non-teaching staff in secondary schools.
2. There is significant difference in the opinions of principals and teachers on the impact of promotion on job performance and retention of teaching and non-teaching staff in secondary schools.
3. There is significant difference in the opinions of principals and teachers on the impact of fringe benefits on job performance and retention of teaching and non-teaching staff in secondary schools.
4. There is significant difference in the opinions of principals and teachers on the impact of staff development on job performance and retention of teaching and non-teaching staff in secondary schools.
5. There is significant difference in the opinions of principals and teachers on the impact of welfare services on job performance and retention of teaching and non-teaching staff in secondary schools.
6. There is significant difference in the opinions of principals and teachers on the impact of retirement benefits on job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state.

4.7 Discussion of the Findings

Based on the respondents' opinions on the items in the questionnaire, the findings revealed that Prompt payment of salaries and other allowances to teaching and non-teaching staff in secondary schools is very vital to effective job performance. This explains why the respondents views show that the prompt

payment of salary and other allowances helps to enhance job performance in any institution which explain the existence of significant impact of prompt payment of salaries and other allowances on 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. This present study is in line with the work of Watty and Bellamy (2003), Babaita (2010), Chen, Yang, Shiau and Wang, (2006) who also found out that motivation such as prompt payment of salaries and given out bonuses to the staff enhance job performance of staff in any organization. It is widely believed that remuneration and earnings are a cognitively complex and multidimensional factor in job performance. Prompt payment of salaries and other allowances does not only assist staff to attain their basic needs but are also instrumental in satisfying the higher level need of staff. In this perspective, when staff are emotionally happy as a result of their financial position they will put in their best to achieve educational goals through improved performances this could be guaranteed with prompt payment of salaries and other allowances to teachers.

Majority of the respondents accounted for over 95% are of the view that, regular promotion of staff enhances their job performance and retention of teaching and non-teaching staff in an organization. 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. However, this is in line with the findings of Otu (2003). In the words of Otu (2003), promotion is a positive way of rewarding people for their efforts and services. 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. Thus, employees' opportunities for promotion are likely to exert an influence in their job performance. Promotions provide opportunities for personal growth, increased responsibilities and increased social status.

The third hypothesis confirms that there is a significant impact on fringe benefits and job performance of staff. Results from the analysis showed that fringe benefits have a positive impact on job performance of teaching and non-teaching staff in the study areas. This is in agreement with the study of Babaita (2010), who also revealed that motivation exerts positive impact on the employees' performance in any organization. Babaita (2010) also added that in order to make employees satisfied and perform their jobs, there is a need for strong and effective conditions of service for several of the organization. It is widely believed that compensation and earnings are a cognitively complex and multidimensional factor in job performance. In this perspective, when staff are emotionally happy as a result of their financial position they will put in their best to achieve their organizational goals through improved performances. 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. 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 words of Oyebanju (2009), he posited that different motivating elements in the likes of promotion and bonuses and suitable payment compensation have significant

connection with higher performance. The opinion of Bretz (1992) was not quite different from that of Oyebanju (2009)

Hypothesis number four shows a positive impact of staff development and job performance and retention of staff. According to an overwhelming majority of the respondents 176 representing 97.8% are of the firm believe that attending conference, seminars and workshop increases academic staff job performance. Majority of the teachers who attend seminars, 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 176 representing 97.8% affirmed that they learned a lot and acquired skills from workshops which lead to high job performance. Researches are conducted daily and new grounds are broken, fresh ideas, knowledge 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.

Hypothesis five shows a positive relationship between staff welfare service and job performance and retention of teaching and non-teaching staff in an organization. According to findings, majority of the respondents (158) representing 87.8% strongly agreed and agreed that provision of social amenities at the staff quarters such as portable water and constant electricity enhance job performance and retention of teaching and non-teaching staff in an organization. Majority of the teachers are made comfortable with provision of basic social amenities in their various domain of residence. Provision of basic social amenities to staff will go a long way to enhance job performance.

Furthermore, hypothesis six sort to find out the impact of retirement benefits and job performance and retention of teaching and non-teaching staff in secondary schools. The findings revealed that retirement benefits have a positive impact on staff job performance and retention of teaching and non-teaching staff in secondary schools. Although, majority of the respondents strongly disagreed and disagreed also with most of the items (items 1 -9) in the questionnaire. Only item number 10 in the questionnaire which states that employers' contribution to staff pension guarantee job performance and retention of teaching and non-teaching staff in secondary schools, showed a high percentage of strongly agreed and agreed to the statement (72[40%] 86[47.8] respectively). It is on the basis of this that, Adebayo, (2006) and Rabelo, (2002) says that a greater importance has been given to pension and gratuity by employers because of the belief that if employee's future needs are guaranteed, their fears ameliorated and properly taken care of, it has good influence on the productivity of the work force and their productivity.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the work and in addition, it presents 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 for job performance and the retention of teaching and non-teaching staff in secondary schools in Lagos State for greater productivity. A suggestion for further study was equally stated.

5.2 Summary

The purpose of this study was to seek the opinions of principals and teachers on the impact of condition of service on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos State of Nigeria. The study analyzed 180 respondents comprising teachers, principal and officer of Ministry of Education in Lagos State of Nigeria. It was found that the level of staff performance in their various obligations is dictated by regular promotion of staff, enhanced Fringe benefits to motivate workers, Provision of soft loans to workers, Prompt payment of salary and other allowances, regular attendance of workshop, seminars and conferences to enable them enhance their performances. The study raised six research objectives, six research questions and six hypotheses for the study.

Questionnaire was used in the collection of data for the study and the Chi Square Statistical Analysis was also used in the analysis of data for the study and tested at the significance of 0.05 alpha level. The findings of the study reveals that

the six null hypotheses were all rejected, and thus, the study shows that payment of salaries and other allowance as at when due enhance job performances and retention of teaching and non-teaching staff in secondary schools in Lagos State. Regular promotion of teaching and non-teaching staff enhances job performance. Fringe benefits to workers enhance staff job performance. Provision of soft loans to workers, Retirement benefits are paid to retired staff as at when due, Prompt payment of salary enhance staff job performance, Staff are discouraged from performing their duties when some of their allowances are been left unpaid, Study leave is always granted to staff to enable worker enhance job performance, teaching and non-teaching staff attend workshop, seminars and conferences to enable them enhance their performances, Training and re-training of staff is always ensured to guarantee job performance, teaching staff are frequently allowed to further their studies will boost the morale of teaching and non teaching staff in secondary schools in Lagos state.

5.3 Conclusion

Based on the findings, the following conclusions were drawn so as to improve on the conditions of service for teaching and non- teaching staff in secondary schools in Lagos state to improve staff performance and retention.

1. Salaries and other allowances when paid as at when due enhance job performance and retention of teaching and non- teaching staff in secondary schools in Lagos state.

2. Regular promotion of staff as at when due enhances job performance and retention of productive teaching and non -teaching staff in secondary schools in Lagos state.
3. Provision of fringe benefits such as disturbance allowance for staff on transfer, soft loan, end of year packages, long service award, and so on. for teaching and non- teaching staff in secondary schools in Lagos state will go a long way in encouraging hard work.
4. Regular staff development through trainings such as in-service, workshop, seminars, and so on, to keep them informed on new ideas encourages teaching and non- teaching staff commitment to work.
5. Proper staff welfare services if put in place to meet the needs of teachers in secondary schools in Lagos state such as internet facilities, distribution of laptops to teachers, good library at workplace will boost teachers job performance and retention.
6. Prompt payment of retirement benefit will encourage staff commitment to work.

5.4 Recommendations

Based on the outcomes of the data analysis, the following recommendations will go a long way in improving job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state and Nigeria in general.

1. Compulsory continuous education should be enforced to encourage teaching and non teaching staff to acquire more knowledge and skills through in service programmes.

2. Prompt payment of Salaries and other allowances as at when due could be a strong enhancer of teachers effectiveness.
3. For any staff promoted, an induction session should be undertaken to orient them to the new job and environment. It is recommended that a standard induction programme be established for new employees and those who are promoted or transferred.
4. Staff need to be sensitized and educated with regard to the purpose and use of pension benefits. A policy could be implemented to allow staff to borrow a certain percentage from their pension to ease their financial burden.
5. Staff should be provided with laptops and internet facilities, these facilities form part of work environment and are vital in creating conducive work place for teachers this will help them to imbibe the culture of proper record keeping in schools.
6. Provision of fringe benefits such as disturbance allowance for staff on transfer, end of the year packages among other things will encourage hard work among teachers.

5.5 Suggestions for Further Studies

1. The topic of this research is on the impact of conditions of service on the job performances and retention of teaching and non-teaching staff in secondary schools in Lagos state. Therefore, there is need for further research on the same topic in other states.

2. Similar research should also be conducted on the opinions of primary school teachers on conditions of service of primary schools teachers in Lagos state.
3. A research on the influence of motivation on the job performance and retention of non-teaching staff in Lagos state university (LASU) should also be conducted.

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APPENDIX A

QUESTIONNAIRE ON THE OPINIONS OF PRINCIPALS AND TEACHERS ON THE IMPACT OF CONDITIONS OF SERVICE ON THE JOB PERFORMANCE AND RETENTION OF TEACHING AND NON-TEACHING STAFF IN SECONDARY SCHOOLS IN LAGOS STATE

Dear respondent,

The researcher is a post-graduate student of Ahmadu Bello University, Zaria. She is conducting a research on the opinions of principals and teachers on the impact of conditions of service on the job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state. The information you provide will be treated confidentially and shall be used for research purposes only.

Thanks for your anticipated co-operation.

Abigail Musa Madaki (Mrs)

SECTION A (Bio-Data)

Please tick (√) in the appropriate box that best represents your view on each statement.

1. Status:- (a) Teacher ( )

   (b) Principal ( )

   (c) Official of MoE ( )

2. Sex:- (a) Male ( )

   (b) Female ( )

3. Academic Qualification :-

   (a) M.Ed ( )

   (b) B.Ed ( )

   (c) NCE ( )

   (d) Others please specify _____

4. Age:- (a) 21 – 25 ( )

   (b) 26 – 30 ( )

   (c) 31 – 35 ( )

   (d) 36 – 40 ( )

   (e) 41 and above ( )

5. Teaching experience:-

   (a) 0 -5 years ( )

   (b) 6 -10 years ( )

   (c) 11 – 15 years ( )

   (d) 16 -20 years ( )

   (e) 21 and above ( )

Please tick (√) in the appropriate column that best represent your view on each statement

SECTION A

S/N	Impact of salaries and other allowances with job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state.	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
1.	Salaries and allowances paid as at when due enhance job performance and retention of teaching and non-teaching staff in an organization					
2.	Non-payment of leave grant affects the attitude of teaching staff to work					
3.	Housing allowances encourages teaching staff to take their work seriously.					
4.	Payment of housing allowances encourages non teaching staff to take their work seriously					
5.	Hazard allowances challenges teaching and non-teaching staff to take risks in their job					
6.	Payment of meal allowances makes teaching and non-teaching staff to work harder					
7.	Take home at the end of the month for teaching staff can serve as a basis for them to remain in teaching					
8.	Take home for non-teaching staff can serve as a basis for them to take their work seriously					
9.	The uncertainty of getting salary at the end of the month make teaching and non-teaching staff not to be serious with their work					
10.	The certainty of getting salary at the end of the month encourages teaching and non-teaching staff to be dedicated to work and the decision to remain in their job					

SECTION B

S/N	Impact of promotion and job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state	SA 5	A 4	U 3	D 2	SD 1
11.	Written examination is a criteria used for the promotion of teaching staff					
12.	Oral interview is a criteria used for the promotion of teaching and non-teaching staff					
13.	Senior staff are due for promotion after two years					
14.	Junior staff are promoted after three years					
15.	When teaching staff are promoted as at when due encourages them to work harder and to remain in the job					
16.	When non-teaching staff are promoted as at when due, it enhance optimum performance					
17.	When teaching and non-teaching staff are not promoted, they leave the job for a better one else where					
18.	Verification of credential for teaching and non-teaching staff before promotion encourages genuity and that will make them focus on their job					
19.	No promotion for teaching and non-teaching staff who failed to pass the promotion examination discourages staff to remain in the job					
20.	Non-payment of promotion arrears affects the attitude of teaching and non-teaching staff to work					

SECTION C

S/N	**Relationship between fringe benefits and job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state**	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
21.	Giving teaching staff the opportunity to own personal cars through loan enhance job performance and retention					
22.	Access to housing loan encourage staff to remain in an organization					
23.	Non-accident bonus for non-teaching staff enhances job performance and the decision to stay in the job					
24.	Tools allowances encourages positive attitudes of non-teaching staff to work					
25.	The use of official car to ease transportation enhances optimum job performance					
26.	Disturbance allowance for staff on transfer encourages teaching and non-teaching staff to stay with the organization					
27.	End of year bonus encourages teaching and non-teaching staff to work harder					
28.	Vacation grant for senior staff encourages positive attitude to work					
29.	Long service award motivates teaching and non-teaching staff to put in their best at work					
30.	Giving benefits for overtime encourages hard work and retention of teaching and non-teaching staff in an organization.					

SECTION D

S/N	**Relationship between staff development and job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state**	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
31.	Newly appointed staff who were given orientation demonstrate commitment to work					
32.	Skills acquired at seminars encourage teaching staff to take more responsibilities					
33.	Teaching and non-teaching staff who participate in workshop regularly are likely to remain in the job					
34.	In- service training towards career development and progression of staff encourages staff retention and performance					

35.	Teaching and non-teaching staff who are allowed to attend conferences, tend to put in their best at work					
36.	Non-teaching staff who are encouraged to go for further training are likely to remain in the job					
37.	Training of officers on leadership and management skills enhances job performance and retention of staff in an organization					
38.	Evaluation of teaching staff is a basis for improved job performance					
39.	Re-orientation of various cadres in the organization improves their performance on the job					
40.	Staff training on area of specialization improves performance and sense of achievement among teaching staff.					

SECTION E

S/N	**Relationship between welfare services and job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state**	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
41.	Granting advances to eligible staff who have title documents to purchase land or building or renovate residential building encourages staff to remain with the organization					
42.	Teaching and non-teaching staff who enjoy national health insurance scheme (NHIS) in an organization are likely to remain working with the organization					
43.	Staff who enjoy free medical services are dedicated work					
44.	Free transportation to work encourages staff to take their job seriously					
45.	Provision of staff recreational facilities promote staff retention					
46.	Provision of internet facilities enhances job performance of teaching and non-teaching staff					
47.	Provision of staff canteen promotes dedication to work and the decision to stay with the organization					
48.	Good sanitary condition at place of work promotes job performance and retention of staff					
49.	Provision of housing at a subsidized rate motivate teaching and non-teaching staff not to leave their job					
50.	Social amenities at the staff quarters such as potable drinking water and constant electricity supply enhances job					

	performance and relation of teaching and non-teaching staff in an organization					

SECTION F

S/N	**Relationship between retirement benefits and job performance and retention of teaching and non-teaching staff in secondary schools in Lagos state.**	**SA 5**	**A 4**	**U 3**	**D 2**	**SD 1**
51.	Non-payment of gratuity affects the attitudes of teaching staff to work					
52.	Pre-retirement seminar organized for retirees encourage them to retain their job					
53.	Prompt and adequate payment of retirement benefits enhance performance and encourage staff to stay in the organization					
54.	Entrepreneurship training for retirees encourages had work among teaching and non-teaching staff					
55.	Access to life insurance enhance job performance of teaching and non-teaching staff in an organization					
56.	Flexible medical plan for teaching and non-teaching staff motivate them to stay in the organization					
57.	Organization who provides her retiring staff access to legal services encourages job performance and retention of her staff					
58.	Organization who provides pension-earning for officers on study courses with pay encourages staff to be dedicated to work					
59.	Benefits enjoyed on journey undertaken when proceeding on retirement enhances optimum performance and retention of staff in an organization					
60.	Employer's contribution to staff pension guaranteed the retention of teaching and non-teaching staff and enhances job performance					