

**PERCEPTIONS OF MEMBERS OF NIGERIA UNION OF  
TEACHERS ON THE IMPLEMENTATION OF CONDITIONS  
OF SERVICE FOR TEACHERS IN KATSINA STATE, NIGERIA**

**BY**

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**M.ED/EDUC/8141/2011-2012**

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**MARCH, 2015**

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**BEING A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL IN  
PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF  
EDUCATION DEGREE (M.ED) IN ADMINISTRATION AND PLANNING,  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
CURRICULUM, FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA**

**MARCH, 2015**

## **DECLARATION**

I hereby declare that this thesis titled “Perceptions of Members of Nigeria Union of Teachers on the Implementation of Conditions of Service for Teachers in Katsina State, Nigeria” has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Drs. E. I. Makoju and M.O. Dare.

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 in any other University.

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Name of Student

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Signature

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Date

## **CERTIFICATION**

This thesis titled “Perceptions of Members of Nigeria Union of Teachers on the Implementation of Conditions of Service for Teachers in Katsina State – Nigeria” by Abdulrasheed Salman meets the regulations governing the award of Master Degree of Education (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

I dedicated this work to my beloved parents, my family and all students of Ahmadu Bello University Zaria for their support, caring and encouragement through out the period of my studies.

## **ACKNOWLEDGEMENTS**

In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and thee Lord of the universe. I thank Him for spearing my life and see my dream became reality.

My profound gratitude goes to my great supervisors Dr. E.I. Makoju and Dr. M.O. Dare of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, for their enormous contributions, useful comments and criticisms throughout the period of my studies.

I also wish to express my profound appreciation to the Head of Department of Educational Foundations and Curriculum in person of Associate Professor B. A. Maina for the moral support, counseling and academic assistance given to me through out my study. My gratitude also goes to Dr. A. A. Igunnu, and Prof (Mrs) D.O. Otu for their academic and moral support. I thank you all.

This research will be incomplete without appreciating the contributions of my parents, my bothers and sisters and specifically to a dedicated as well as my active research advisor; in person of Dr. A. M. Jumare for their patience and tireless support toward my success. Also, to my intimate colleague Moh'd. M. Idris, my respondents and entire unlisted personnel who in one way or the other contributed to the success of this remarkable study. May the blessings of Almighty Allah be upon all of them. Amen.

## **ABSTRACT**

The study investigated Perceptions of Members of Nigeria Union of Teachers on the Implementation of Conditions of Service for teachers in Katsina State-Nigeria. The study has five objectives among which are Perceptions of Members of NUT on staff development, staff welfare services, payment of salaries and other allowances, teachers' promotion, and their perceptions on payment of teachers' retirement benefits in Katsina State. Research questions and hypotheses as well as review of related literature were based in line with raised objectives. Survey research method was adapted and the population of the study consisted of 19,641 teachers and 1,444 educational administrators of the Katsina state. Thus, cluster sampling technique was used to derive the sample of the study from the three Educational Zones. Out of the population, 4,114 teachers and 301 educational administrators were randomly selected from six local government areas of the state; these are Daura, Sandamu, Katsina, Rimi, Funtua and Sabuwa. The total number of sampled respondents was 390 teachers and 85 educational administrators. The data for the study was collected through the use of self constructed questionnaire; the validity of the instrument was determined through vetting of the content by expert in educational administration and English language. 35 copies of questionnaire were administered for pilot study in Funtua Local Government. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using non-parametric statistics of t-test and analyzed the data at 0.05 significant level. The findings of the study revealed that Perceptions of Members of NUT encouraged regular training of teachers, regular payment of salaries and regular promotions while, due to NUT weakness; there were poor provision of teachers welfare services, and irregular payment of teachers' retirement benefits in Katsina state. In line with the findings and conclusions, it was recommended that NUT should do more to pressurize to the government to improve teachers' welfare services, regularize payment of teachers' retirement benefits in Katsina State.

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## **OPERATIONAL DEFINITION OF TERMS**

**Perception:** Is the ability to see, hear and understand things. Also, perception involves a deeper natural understanding and awareness than as usual. Psychologically, “perception” connotes process occurring in the brains of organisms which leads to the organization and interpretation of sensory information received from the stimuli generated the analysis, synthesis and integration of the sensory information.

**NUT:** Is the acronym of Nigeria Union of Teachers and The largest Trade Union of Teachers in Nigeria.

**Teacher:** A person whose occupation is teaching and instructing.

**Conditions of Service:** Conditions of service according to Free (2012) is the state of doing well especially in respect to good fortune, happiness, well-being, or prosperity, or aid in the form of money or necessities for those in a particular service. Conditions of service include Conditions that may be unique to the individual, such as notice period, remuneration, fringe benefits, and hours of work, as well as those that form organization-wide policies, such as discipline and grievance procedures and those dictated by legislation (www.Qfinance – The Ultimate Resource, 2009).

**Katsina:** Is one of the North-West States of Nigeria. It was formed from the northern half of Kaduna State in 1987. Katsina is bordered by the Republic of Niger to the north and by the Nigerian states of Jigawa and Kano to the east, Kaduna to the south, and Zamfara -Sokoto to the west.

**Staff Development:** Staff development connotes any training activity that help teachers to improve teaching skills. Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave.

**Staff Welfare:** Welfare referred to as provision of a minimal level of well-being and social support for someone. Sometimes welfare referred to as Public Aid. (Blank, 2001). Welfare can take a variety of forms, such as monetary payments, subsidies and vouchers (i.e. food stamps, or housing programs etc. Welfare programs may be funded directly by governments, or in social insurance models, by the members of the welfare scheme.

**Staff Promotion:** Promotion is a position of greater authority and responsibility more prestige, status and increase in pay. On the other hand, promotion means a vertical or progressive movement in rank and responsibility within the organization.

**Retirement:** This referred to as a state of being withdrawn from business, public life or active service. In the views of Ubangba and Akinyemi (2004), retirement is a transfer from one way of life to another; they note that many people suffer from retirement shock such as a sense of deprivation during the early period of their retirement.

**Retirement Benefits:** Are retirement entitlements derived from retiree's service earning known as gratuity and pension earned through prior years of service as a job holder. If the pension plan allows for early retirement, payments are often reduced to recognize that the retirees will receive the payouts for longer periods of time

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Nigeria Union of Teachers (NUT) is one of the recognized professional bodies encompassing all Primary teachers and others at Post-Primary levels of education in Nigeria. Nigeria Union of Teachers is the largest body of organized professional teacher in Nigeria; it has the responsibility to champion the cause of the teaching profession in Nigeria. Nigeria Union of Teachers was formed on 8th July, 1931 to create a united front for practitioners of teaching profession in the country. Major objectives of the union cover the improvement and development in economic conditions of teachers and to create an avenue for educational development, general economic security for teachers in the country.

No matter what alarms have rang that the world would be a worse place without teachers. Ukeje (1995) proved this statement by saying that: “the key to successful implementation and management of any education programme lies in the hand of teacher”. Human and national developments are interrelated and both are functions of people’s level of education and literacy. The achievement of education and literacy can only be realized through learning in either formal or non-formal settings which can not completely dispense with services of teachers. Teachers therefore have always been and will continue to be fundamental asset in all forms of education process. Teaching being directly linked with the education process, teaching and teachers are and must be regarded as the greatest assets that contribute towards national development.

Thus, education is regarded as an institution per excellence for effective national development. Education is the way the individual acquires the physical, moral and social capacities demanded of him by the group into which he is born and within which he must function (Swift, 1969). This means education is a process by which individual gains knowledge, develops attitude and acquires skills. The idea is built and incorporated into the nation's philosophy of education which is reflected and emphasized in the objectives at each level of the education system.

The study focused on the Perceptions of Members of NUT on the implementation of conditions of services for teachers with the particular reference to Katsina State-Nigeria. The need to make teacher well developed and well recognized become very necessary in such developing State. Developing skills, enhancing productivity and ensuring the quality of teachers are very crucial on their academic performance. This in turn has the impact on improving quality standard of education and achieving educational objectives.

Considering the position of teacher in achieving educational objectives in the society, the Nigeria Union of Teachers (NUT) Katsina State Wing stressed that:

“Teacher's conditions of services should be very vital part of educational planning programmes in the State; there is the need for professional school teachers who possess the requisite skills and knowledge to improve the standard of education throughout the state” (Dayi, 2012).

In the support of NUT activities on the development of teachers, Fafunwa (2004) asserted that “the National Policy on Education reaffirmed that teacher education will continue to be given major emphasis in all educational planning, because no education system can rise above the quality of its teacher.” However, the National Policy on

Education (FRN, 2004) directly states that all teachers in the Nigeria institutions from pre-primary to university level will be professionally trained and that teacher education programmes will be structured to equip teachers for the effective performance of their duties.

Thus, training and re-training of teachers is one of the most important roles that NUT plays on the staff development in Katsina State. Ukeje (1975) stated that “the professionally trained, competent, committed and well motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment”.

NUT staff welfare services determined the great impact of teachers’ trade unions on developing teachers’ academic performance in Katsina State. This commensurate the perception of Ejiogu (1990) as Maslow’s hierarchy of human needs; the basic needs which from base must be satisfied before others, which are higher, become compelling since the psychological needs such as the need for food; shelter and safety take stage in human existence.

It is also imperative to emphasize on the effort of NUT on upward of teachers’ remunerations for better conditions of service especially in a country where teachers suffer from low esteem and poor public image both of which are believed to be a function of one’s social status. Kazeem (1999) observed that; “teachers and other school workers tend to remain contented and reasonably motivated as long as salaries and allowances are paid in time and they are promoted regularly”.

However, staff promotion is very crucial way of motivating teachers to be courage and develop their academic performance. Promotion connotes boosting staff

morale and motivates them to be work harder, thereby increasing productivity and efficiency. Ojo (1998) examined that; “promotion is a position of greater authority and responsibility more prestige, status and increase in pay” it is a vertical movement in rank and responsibility.

On the other hand, retirement is the state of being retired from a business, service or occupations. Olusakin (1999) stated that; “retirement involves a lot of changes in values, monetary involvements and social aspects of life”. An employee may need to access his benefits whenever he retired from the services as a result of mandatory retirement, voluntary retirement, and retirement on medical grounds, or death. NUT however, became one of the most active teachers’ trade unions that struggle for teachers retirement benefits in Katsina State. From the a forementioned discussion, it is apparent that NUT activities encourage the implementation conditions of service for teachers in Katsina State in particular and all over the country at large.

## **1.2 Statement of the Problem**

Falling standard of basic education in the country and Katsina State in particular has been related to the poor performance of students at almost the entire public institutions of learning. Even though, this allegation has no more empirical support, but still influenced the public to focus attention on whom or what is responsible for the apparent decline on the students’ performance in various public schools of learning in Nigeria.

Nigeria Union of Teachers (NUT) stressed that; success or failure in the management and policy implementation of any educational programme rests more squarely on the quality and efficiency of teachers. It is assumed that; inability of NUT to

encourage regular training and re-training of teachers is one of the factors responsible for under-development of teachers in most of public schools of learning in the state. This commensurate the view of Ozigi (1977) who asserted that “indeed this category of teachers, who are conservative and complacent as well as to the unqualified teachers in the profession constitute one of the factors responsible for the falling standard of education”. In the view of this, National Policy on Education (2004) also recommended that all teachers in the Nigerian institutions from pre-primary to university level will be professionally trained and that teacher education programmes will be structures to equip teaches for the effective performance of their duties.

In addition, NUT staff welfare services for better conditions of service overtaken with bedeviling constraints that becomes difficult to adequately maintain; also, teachers are highly discouraged in concerning the roles plays by NUT on their service remunerations. In term of staff promotion NUT faces lots of challenges that teachers are suffering for them to get promoted from one position to another, and even when they were promoted, payment of salary increment becomes difficult. Amadi (1983) lamented that; “irregular payment of salaries and promotions is one of the major problems facing the teaching profession in Nigeria”. Not only that, payment of teachers’ retirement benefits are constantly delayed and unsatisfactorily paid.

These problems affect conditions of service of teachers and students’ academic performance as well as quality of teaching and learning process. Likewise, these urge teachers to avoid teaching profession and prefer any other substituted job. Consequently, these constitute falling standard of basic education in the Nigeria. In view of these

problems, the work attempts to investigate Perceptions of Members of Nigeria Union of Teachers on the Implementation of Conditions of Service for Teachers in Katsina State.

### **1.3 Objectives of the Study**

In view of the above stated problems, the following objectives were raised to guide the study to:

- 1 Examine the perceptions of members of Nigeria Union of Teachers (NUT) on staff development in Katsina State.
- 2 Assess the perceptions of members of NUT on staff welfare services in Katsina State.
- 3 Determine the perceptions of members of NUT on payment of teachers' salaries and other allowances in Katsina State.
- 4 Examine the perceptions of members of NUT on staff promotion in Katsina State.
- 5 Assess the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina State.

### **1.4 Research Questions**

The following research questions were drawn to guide the study:

1. What are the perceptions of members of NUT on staff development of teachers in Katsina State?
2. What are the Perceptions of Members of NUT on staff welfare services in Katsina State?
3. What are the perceptions of members of NUT on payment of teachers' salaries and other allowances in Katsina State?

4. What are the perceptions of members of NUT on staff promotion in Katsina State?
5. What are the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina State?

### **1.5 Research Hypotheses**

The researcher postulated the following hypotheses to guide the study:

1. There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on staff development in Katsina State.
2. There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on staff welfare services in Katsina State.
3. There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' salaries and other allowances in Katsina State.
4. There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on staff promotions in Katsina State.
5. There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina State.

### **1.6 Basic Assumptions**

The researcher made the following basic assumptions:

1. There is likely to improve quality standard education in Katsina State if NUT encourages government on staff development through the regular conducts of seminars, workshops and other educational conferences.
2. NUT staff welfare services encourage teachers to perform their duties effectively and improve students' performance at various institutions of learning in Katsina State.
3. It is assumed that NUT commitments on payment of teachers' salaries and other allowances will harmonize their conditions of service in Katsina State.
4. It is assumed that NUT activities on staff promotions will improve their efficiency and educational productivity in Katsina State.
5. NUT struggles on payment of teachers' retirement benefits will develop their ability to work hard on their profession in Katsina State.

### **1.7 Significance of the Study**

The research stressed the Perceptions of Members of NUT on the Implementation of Conditions of Service for Teachers in Katsina State. Therefore, the study is significant to the extent that it will contribute in mobilizing NUT Katsina State Wing to encourage the government to give more emphasis toward the staff development of teachers in Katsina State. The study also will help NUT officials Katsina State Wing to determine the perceptions of their members on staff welfare services to the realization of good conditions of service of teachers in Katsina State.

The outcome of the study will mobilize NUT Katsina State Wing on effective planning on how regular payment of salaries and other allowances influence teachers' performances toward the achievement of desired educational goals and objectives in the State.

The study is expected to identify NUT area of strength and weaknesses on teacher's conditions of service and suggest proffer ways to be adopted toward the attainment of minimal requirement to the teachers' status on teaching profession in Katsina state. This research work will serve as additional document for academic references and further researches.

### **1.8 Scope of the Study**

The study is limited to the Perceptions of Members of Nigeria Union of Teachers on the Implementation of Conditions of Service for Teachers in Katsina State. Therefore, the study covered all NUT members such as SUBEB and LGEA officials, head teachers, all Primary and some Post Primary school teachers of the Seven (7) Educational Zones of thirty four (34) Local Governments in Katsina State. It is also limited to identifying the various ways that will improve better condition of service and professional competences of teachers for the production of quality and standard education in the state.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The study investigated the Perceptions of Members of Nigeria Union Teachers (NUT) on the Implementation of Conditions of Service for Teachers in Katsina State. Teachers are regarded as back bone for any educational planning and implementation. Thus, NUT is an active member of the World Confederation of Organization of the Teaching Profession (WCOTP), and plays important roles in educational and professional matters both nationally and internationally. It is always struggles to improve the status of teachers in term of their professional development, remuneration of service, promotions and general conditions of service; (Musaazi, 1982).

Hence, this chapter reviews literature related to the raised objectives of the study, these consist:

- a) Conceptual framework;
- b) Meaning of Perceptions;
- c) Meaning of Union;
- d) Meaning of Condition;
- e) Meaning of Service;
- f) Meaning of conditions of service;
- g) Definition of teachers' conditions of service;
- h) Meaning and History of Nigeria Union of Teachers (NUT) in Nigeria;
- i) Perceptions of Members of NUT on staff development;
- j) Perceptions of Members of NUT on staff welfare services;

- k) Perceptions of Members of NUT on payment of teachers' salaries and other allowances, Perceptions of Members of NUT on staff promotions;
- l) Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina state;
- m) Problems of NUT in Nigeria;
- n) Solutions to the Problems;
- o) Empirical Studies and;
- p) Summary.

## **2.2 Conceptual Framework of the Study**

The study focused on the Perceptions of Members of NUT on the Implementation of Conditions of Service for Teachers in Katsina State. Prior to review literature related to the study; conceptual definitions of the following terms will be drawn to guide the study:

### **2.2.1. Meaning of Perceptions**

It is important to critically examine the meaning of the concept "perception" to enable better understanding the topic under study. According to the Britannica Encyclopedia Dictionary of Current English (2009), the word perception connotes the ability to see, hear and understand things. It adds that perception involves a deeper natural understanding and awareness than as usual. Psychologically, "perception" connotes process occurring in the brains of organisms which leads to the organization and interpretation of sensory information received from the stimuli generated the analysis, synthesis and integration of the sensory information.

Additionally, in view of Curpy (1995) affirms that “perception means the process through which we become aware of objects qualities and their relationship by way of the sense organs”. He sheds more light that, the individual learns to know the world into which he belongs through the sense organs but what he perceives also depends on his past experience and what his present needs and wishes are, as he faces the world. It should be noted that perception cannot take place independent of attention. In a nutshell, perception can be seen as the opinions, views and analysis of a particular group of individuals toward something etc.

### **2.2.2. Meaning of Union**

Union is a [group](#) of [workers](#) joined together in a specific type of [organization](#) for the purpose of improving their [working conditions](#) as well as to help in [promoting](#) the [common interests](#) of the group (Jonathan, (1998). Union also referred to as a Labour union or trade union which is an organization formed by workers from related fields that work for the common interest of its members. They help workers in issues like fairness of pay, good working environment, hours of work and benefits. They represent a cluster of workers and provide a link between the management and workers. Good example of union is; Nigeria Union of Teachers (NUT), Nigeria Labour Congress (NLC) Science Teachers Association of Nigeria (STAN) etc. Union is an organization intended to represent the collective interests of workers in negotiations with employers over wages, hours and working Conditions. Labor unions are often industry-specific and tend to be more common in manufacturing, mining, construction, transportation and the public sector.

The purpose of these unions is to look into the grievances of wagers and present a collective voice in front of the management. Hence, it acts as the medium of communication between the workers and management. However, Regulation of relations, settlement of grievances, raising new demands on behalf of workers, collective bargaining and negotiations are the other key principle functions that these trade unions perform. For instance, Indian Trade Union Act, 1926, is the principle act which controls and regulates the mechanism of trade unions. In India, political lines and ideologies Perceptions of Members trade union movements. This is the reason why today political parties and other employees are forming and running trade unions.

### **2.2.3. Meaning of Condition**

Conditions - usually plural – are statements of what is required as part of an agreement. “Conditions are the state of (good) health (especially in the phrases ‘in Conditions’ or ‘in shape’ or ‘out of Conditions’ or ‘out of shape’ [shape good health](#), [healthiness](#). It is the state of being vigorous and free from bodily or mental disease [physical fitness](#), [fitness](#) means good physical Conditions; being in shape or in Conditions” (Encyclopedia Britannica, 2009). In view of Dare (2006), Conditions referred to as the procedure that is varied in order to estimate a variable's effect by comparison with a control Conditions [experimental Conditions](#) is the act of conducting a controlled test or investigation [procedure](#) to [process](#) a particular course of action intended to achieve a result; "it was a process of trial and error".

### **2.2.4. Meaning of Service**

Several definitions of the term “service” have been stressed by different scholars on different perspectives; some of these definitions according Encyclopedia Britannica

Dictionary (2009) are: “Service is an employment in duties or work for another, as for a government”. In other word, “Service is a government branch or department and its employees”. Service is an act of help or assistance; or the activity of contributing to the fulfillment of a public need or furtherance of an effort or purpose.

Also, Adelabu (2005) asserted that service is the supplying or supplier of utilities, commodities, or other facilities that meet a public need, as water, electricity, communication, or transportation. In other word, a service involves various activities performed for the benefit of the public or its institutions such as supplying of utilities, commodities, or other facilities that meet a public needs, these services can be in form of initiatives, maintenance or developing.

#### **2.2.5. Meaning of Conditions of Service**

The term “Conditions of Service” (also known as Terms of Use, and is commonly abbreviated as Cos or ToS) are [rules](#) which one must agree to abide by in order to use a [service](#) (Billings 2004). The Conditions of service agreement are mainly used for legal purposes by an organization or service providers. A legitimate Condition of service agreement is [legally binding](#), and may be subject to change. (www.qfinance–the ultimate resource, 2009).

Conditions of service according to Free (2012) are the state of doing well especially in respect to good fortune, happiness, well-being, prosperity or aid in the form of money or necessities for those in a particular service. Conditions of service include Conditions that may be unique to the individual, such as notice period, remuneration,

fringe benefits, and hours of work, as well as those that form organization-wide policies, such as discipline and grievance procedures and those dictated by legislation (www.Qfinance – The Ultimate Resource, 2009).

However, condition of service in an organization especially educational organization, it is important to stress the point that quality is a very crucial factor on the part of teachers as Ejiogu (1990) notes, “the quality of education in any given society depends considerably on the number and the quality of its personnel, Therefore, one of the fore most functions of educational management is the development and maintenance of an efficient and effective school staff”. High quality will earn the teachers some respect and prestige.

Again, to attract the desired caliber of people into the profession and to keep them, calls for commensurate conditions of service. Qualitative staff can be produced through training and skills development. Efficiency is a function of human frame of mind and motivation as earlier stated is a necessary requirement for effectiveness. In the long run, for teachers to be effective they must be the right frame of mine, free from destructions and appropriately motivated.

#### **2.2.6 Conditions of Service of Teachers**

Conditions of service of Teachers are the totality of the remunerations the teacher is entitled to, for services he renders. These include salary, fringe benefits, conditions of

work place, teachers' work load, infrastructure, rights and obligations in the practice of his profession as well guidelines and ethics of his profession (Adelabu, 2003).

Furthermore, Sunusi & Kazem (1999) recommended that "greater attention should be given to improving work-related conditions of teachers to improve the quality of education" in particular there should be improvement on the development and welfare of teachers, supply of teaching and learning facilities and general classroom environment to improve student learning.

Teachers' conditions of service depend on the authority (management under which the teachers' finds himself). The attendant problems is that while some teachers receive their salaries with fringe benefits regularly, some may be paid salaries alone without fringe benefits, while some others are owed both salaries and fringe benefits for months etc. There are some states where promotions of teachers are not released as and when due, car loans are not granted as well as housing loans, salaries are not paid regularly and teachers are owed their entitlements in arrears for months. In these cases, disputes arise and when the management exhibits apathy for the pathetic Conditions of these teachers or even refuses to pay an Industrial Action is declared and strike is therefore embarked upon.

Development of teachers is very vital to success of education in the country; because these teachers constitute the core element of good performance of students in the schools. Dadughun (2005) stated that "for the nation to succeed in inculcating its values to the young ones, the availability of high quality teachers is essential". He ends by maintaining that the quality of teachers dictates the face of the country's education system. Also Ukeje (1975) stated that "the professionally trained, competent, committed

and well motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment”.

It is assumed that teachers’ quality is paramount in the discharge of their duties. Quality of teachers will give quality education to citizens because no education can rise above the quality of its teachers and no nation can rise above the quality of its education. It was proved that; “Teachers have been, are and will always be the essential pillars of education” (Odumusi, 1999). In the same vein, quality education will bring about quality economy. If the foundation of a country’s education is weak, the country will hardly prosper because education itself is the bedrock and the pivot on which other development rests and revolves.

But the teacher can only possess professional characteristics through meaningful manpower plan and good conditions of service. This means that there is the need for teachers to be motivated in their professional work especially the motivation which entails finding the incentives that will satisfy their needs and increase the performances and effort toward the achievement of educational objectives. To improve teachers’ conditions of service the following should be considered:

- a) Professional registration of teachers.
- b) Teachers should be the highest paid workers in the country and payment should be regular.
- c) Regular promotion of teachers through proper annual evaluation reports.
- d) Study leave and reinforcement of teachers and other educational personnel

- e) Teachers should benefit all other types of leave, special leave and the leave records should also be properly kept for future reference.
- f) Teachers should be entitled to all fringe benefits and
- g) Resignation and retirement benefits (pension and gratuity) should be regular and up to date.

To achieve these, there is the need for proper manpower planning, to ensure meaningful teachers' development that will lead to the achievement of educational goals and desired objectives. Teaching as one of the oldest profession, could be regarded as the act of passing instructions, knowledge or causing somebody to be able to do specific things for living. In Nigeria today, for one to be seen as a qualified teacher, he should have undergone a mandatory period of professional training in a College of Education or Faculty of Education in a University. He should possess a minimum of the National Certificate in Education (NCE). Most of teachers today have geared up to obtain Master and PhD for the sake of improving the standard of education at all levels. It is stated that "no education system can rise above the quality of its teachers as the standard of teachers invariably affects the performance of the student" (Jibiya, 1994).

#### **2.2.7 Meaning and History of N.U.T.**

N.U.T. is the acronym of the Nigeria Union of Teachers. It is a remarkable Trade Union in Nigeria. "It was formed to create united front for practitioners of the teaching profession in the country. The major objectives of the union cover the improvement in economic conditions of teachers, an avenue for bringing forth ideas about the educational

development of the country from the perspectives of teachers and general economic security for teachers in the country” N.U.T. (2011).

Nigeria Union of Teachers (NUT) was formally inaugurated on 8<sup>th</sup> July, 1931. It came about partly as a result of vulnerabilities exposed by the great depression which led to cuts in teachers salaries and a seemingly lack of job security. The use of irregular and unpredictable educational codes for teachers and salary cuts led to an increase in teachers association mushrooming in various southern Nigerian cities, particularly in Calabar, Lagos and Abekuta. The various associations however, realized that harmonizing the objectives of the various groups to bring about a united front will create a powerful vocal union for the interest of teachers. This led to the amalgamation of various associations to form the Nigeria Union of Teachers in 1931.

The amalgamation of the first two Teachers Association in Nigeria namely; Lagos State Union of teachers (LUT), formed in 1925 with its founding president as Rev. Canbo J.O. Lucass, and the Association of Headmasters In Ijebu Schools (AHIS) led by Rev. I.O. Ransome Kuti, formed in 1926. At an inaugural meeting of the two groups held at CMS Grammar School Lagos on 8<sup>th</sup> and 9<sup>th</sup> July 1931, a constitution was drafted and ratified and the Nigeria Union of Teachers (NUT) was officially launched after accommodating other Teachers Associations from Agege, Ibadan and Abekuta.

The following officers were elected at the inaugural meeting:

1. Rev. Isreal Oladotun Ransome as National President
2. Arch. Deacon J.O. Lucas as National Vice President
3. Mr. T. K. Cameron (Honorary General Secretary)

These three officers became the first pillars of the Nigeria Union of Teachers (NUT). Other key members at the inaugural meeting were Rev. Emmanuel O. Alayende, Rev. Seth I. Kale, Mr. E. N. E. Nkumo and Mr. T.J.O. Sanyade who was the protean Secretary at the inaugural meeting. Subsequent consolidatory meeting were attended by other prominent mission and Government teachers across the country. The Nigeria Union of Teachers (NUT) became fully rooted in the Western and eastern regions with branches dotting parts of the North in towns such as Sokoto, Kano, Funtua, Minna, Jos, Bukuru, Kafanchan, Maiduguri, Makurdi, Agyaragu, Ilorin, Lokoja, Kabba, Bassa Offa, Igbomina, Yagba, Otukpo, Jebba and Idah.

The follow ship from the North gave rise to the Northern Teachers Association which founded in March, 1948 through the initiative of late Alhaji Aminu Kano and registered as a Trade Union on 31<sup>st</sup> March 1951 and the following officers were emerged:

1. Shatima Shehu Ajiram as a President.
2. Mallam Abubakr Tafawa Balewa as a 1<sup>st</sup> Vice President.
3. Mallam Aminu Kano as General Secretary
4. Mallam Abdurrahman Mora as Assistant General Secretary.

With the creation of states in 1966, the structure of Nigeria Union of Teachers' Association was readjusted to reflect the different states in Nigeria in place of the former regional structure a truly national status of Teachers Union in Nigeria, the leaders had a meeting of minds for the merger of NUT and Northern Teachers Association which later became the Northern States Teachers Union (NSTU) with the creation of states that split the North into six states in 1966. On 27<sup>th</sup> May 1972, the merger of the NUT and the NSTU was accomplished in Kaduna at the NNA School on Muri Road. The official

agreement was signed by the parties under the chairmanship of the Director Institute of Education, Ahmadu Bello University, Zaria; Dr. (Later Professor) A. F. Ogunsola. With the creation of more states in the country, NUT has thirty six (36) State Wings and FCT Abuja Wing, all with full-time Secretaries and complementary staff; with seven hundred and seventy seven Local Government Area branches all over the country.

The first regional organizers of the union include; Mr. S.E. Cooky Eastern region, 1<sup>st</sup> January 1948. The first full time Assistant General Secretary was Late Professor Ayo Ogunseye from first January 1946. The first northerner appointed by NUT as Northern Regional Secretary was Alhaji S. K. Allah Magani (still alive) from Katsina now capital of Katsina State. No wonder Rev. I. O. Ransome Kuti during his inaugural speech prophesized that: “today we come from Lagos and from neighboring towns, but the union we are inaugurating now will soon grow into such mighty organization with branches in all the important towns of Nigeria, that we shall have to flash messages by numerous telegrams to all our component units” (NUT Study Circle Material, 1999).

#### **2.2.8 Aims and Objectives of the Nigeria Union of Teachers (NUT)**

The major objectives of Nigeria Union of Teachers as manifested by N.U.T. (2011) include:

1. To foster unity and progress among all teachers in Nigeria.
2. To foster the spirit of active cooperation and comradeship between teachers and other workers.

3. To rise the status of the teaching profession through improved quality of education and Conditions of service.
4. To promote and advance the cause of education and the teaching profession throughout the federation.
5. To enhance the social and economic well-being of members and establish welfare funds for the benefits of members of the union.
6. To provide the forum for the co-operation of teachers and the promotion of their welfare, the interest of education and the teaching profession.
7. To promote cooperate image of the Union both nationally and internationally by ensuring the continued existence of a strong virile and well articulated organization.
8. Finally, to give leadership and stimulate interest in matters which foster national and international unity and understanding.

### **2.2.9 Role of the NUT on National Development**

The NUT has no illiterate as a member. Because of their level of education they live and teaching in all areas of Nigeria- urban, rural, riverine etc. the Nigeria Union of Teachers is in little corner of the country contributing its fundamental quota to the development effort and growth of Nigeria. This may not seem too obvious, but let us get concept of development clear in the relevant perspective.

Authorities in sociological and human development tend to agree that development is an achievement that represents not only a material but also a cultural or psychological upliftment of man. In all developing countries like Nigeria, the term development is used to denote and approach or action that has been adopted to enable man conquer his environment, become master of it and consequently rid himself of all stigma of his historical backwardness, ignorance, disease, poverty and squalor, achieving will enable him to get uplifted and graduated to a better quality of life commensurate with averagely acceptable norm of modernity, such achievement will facilitate the Nigeria's emergency as a truly independent nation- politically, economically, socially, educationally, scientifically and technologically.

This is the ultimate dream of Nigeria in our craving for development, and of course, the individual and group expectations from the development efforts. The NUT, in pursuance of its professional and trade union objectives undertakes various activities the ultimately contribute to the human resources development of Nigeria. Some of these activities are:

- a. **Services in Government Educational Bodies:** The NUT helps as part of its study to the nation to make its contribution toward the policy formulation and execution of educational programmes through direct interaction with government or by serving in various bodies set up by government which affords her the opportunity of participating in taking decisions concerning education.
- b. **Economic Services:** The NUT encourages and does run co-operatives services which have very salutary effect on the economic welfare of the members and

- vicariously of the nation. This is a growing trend that is experiencing great expansion throughout the country. Seminars held on co-operatives enable teachers to organize co-operatives outside realm of Nigeria Union of Teachers (NUT).
- c. **Leadership Education:** Although this is confined to NUT leadership, it is the expectation of the union that new orientation and leadership skills acquired will certainly transform participants to be union leaders, leaders of schools, co-operative and community endeavours.
  - d. **Trade Union Education:** A nation torn in turmoil cannot make progress; industrial disputes improperly handled dwindle productivity and cause social psychological disturbances. Education in scientific trade unionism of the NUT as an organization has helped to avert what could otherwise had been devastating industrial upheavals. NUT employs dialogues and scientific methods to resolve industrial dispute.
  - e. **In-service Education for Members:** The NUT holds different runs of professional and in-service programmes aimed at upgrading teachers skills to meet innovation in content and structure of education to facilitate understanding of membership attitude to government policies in education to facilitate understanding and effective execution.

Besides, it is clear that NUT makes various kinds of contributions to the development of the nation. In this regard, the NUT attempts to harmonize teaching profession and teachers' conditions of service. Therefore, the union postulated the following:

- i. NUT insistence on democratization of education and accessibility of education to all. This is meant to eradicate illiteracy and all attendant social evils for the nation's good.
- ii. Teachers' effort in community mobilization for self development outcome a direct assistance to government's call for communal self-help projects.
- iii. Utilization of Parent Teachers Association and School Committee, Guidance and Counseling Services etc. to raise the consciousness and orientation of the public, parent, school committees and students on the values of education and the correct attitude to same.
- iv. Teachers in Nigeria have always come in vary handy in the performance of civic duties like registration of voters, census, public enlightenment campaign, supervision of election etc.
- v. Collaboration with other educational subject associations like Science Teachers Association of Nigeria (STAN) to give them support for continuation of their struggle for excellent in the fields.

By considering the above mentioned NUT activities, it must be borne in mind that the reason for the existence of a teachers' union is to obtain satisfaction for its members. Olukoya (2012), stressed that: "Satisfaction for a teacher is found in the sense of being seen to be doing a valuable job successfully with the access to the training and resources that will ensure competence and self confidence, and in circumstance that will minimize stress and maximize effect".

#### **2.2.10 Achievements of Nigeria Union of Teachers (NUT)**

The Nigeria Union of Teachers from its birth has had its prime objective, the formation of a strong central and united organization that would make it possible for the teachers to speak with one voice through such an organization. According to founding fathers of the Union, far back in 1931, “the approach to government and voluntary agencies would be more effectively made by a strong central organization, than by numerous local organizations serving the same thing or contradicting one another”. (NUT News Letter, 2012)

As already mentioned, NUT plays professional roles; and over the years, the Union has justified its existence in the two capacities, although with room left for improvement. As far back as 1932, during the union’s first Federal Conference one of three most significant agenda items was teachers’ salary cut by voluntary agencies and the means to rectify the situation. That was the period when the world wide economic depression was at its worst and disheartening cut in teachers’ salaries reduced the take home pay of teachers to two thirds of the previous earning.

#### **2.2.11 Roles of NUT on Educational Management in Nigeria**

Right from 1933, the NUT in its effort to promote quality education in Nigeria, made representation to Government for membership on the Central and Provincial Board of Education and in spite of fierce obstacles in the person of the powerful, influential and respected Henry Car, the acting Director of Education, the NUT won membership of the Board. From 1946, the colonial Government made a permanent feature of the NUT representation on the Education Board. The NUT petitioned the Governor of Nigeria to set up a Joint Negotiation Board as far back as 5<sup>th</sup> August, 1947. In spite of the early and

sustained opposition of the NUT by Voluntary Agency Mission, the first “check up” system of paying due was adopted by the Catholic Schools in Calabar in 1948.

The contributions made to the development of education through the Union membership of many agencies of education are very obvious. The union continued to make useful contribution through its membership of – Comparative Education Study and Adaptation Centre, the Nigerian Education Research and Development Council (NERDC), Board of Governors of Colleges of Education, Joint Consultative Council on Education (JCC), the Reference Committee of the Council, National Book Development Council, National Teachers Institute (NTI), Nigeria National Committee of UNESCO, Nigerian Library Association (NLA) to mention a few.

It is on record that the union protested and demanded from the set the abrogation of Decree 3 of 1991 which empowered the Local Government Council throughout the federation to manage and fund Basic Education and the subsequently return of such responsibilities to the State and Federal Governments. At long last, the Federal Government abrogated the obnoxious Decree 3 and promulgated Decree No: 96 of 25<sup>th</sup> August, 1993 to replace the repealed monster. On professionalization, the union has been categorical and resolute in its demand for the professionalization of teaching as expected. The Federal Government of Nigeria had by Decree No: 31 of 4<sup>th</sup> May, 1993 made its stand on this public, with necessary machinery put in place to concretize the entire content of the Decree and thereby let the issue to rest. (NUT News Letter, 2012)

#### **2.2.12 NUT Recommendation of Morgan Salary and Wages Review Commission in 1964 and Benefit to the Teachers**

- i. Substantial increase in salaries of all categories of teachers and the establishment of a National Joint Negotiating Council.
- ii. Creation and remuneration of duty posts in Primary and Post-Primary schools. The first time ever.
- iii. Extension of terminal salaries of Grade II teachers and Head teachers from equivalent of grade level 05 step 1 (N1,986) to equivalent of Grade level 08 (3,924).
- iv. Extension of terminal salaries of highest paid school principal from equivalent of Grade level 09 (N5,112) to equivalent of Grade level 12 (N8,034).
- v. Establishment of Central School Boards and Zonal School Boards to make for unified teaching services and uniform services Conditions for teachers and management of schools.

### **2.2.13 The NUT and Odoji Review Commission (1972)**

Udoji commission was conceived without the inclusion of teachers. The NUT put up a vigorous and relentless campaign that eventually attracted the attention of the Head of State and convinced, the Head of State ordered that teaching services be included on the list of employments regarded as public services which had already been compiled and about to be published. So the terms of reference of the Udoji commission included the teaching service as a result of the relentless fight of the NUT.

The NUT was reputed to have presented the best memorandum to the Commission. “The union attained this distinction with the co-operation of the World Confederation of Organization of the Teaching Profession (WCOTP) now Education International which sent experts in person of Mr. and Mrs. Wheeler to assist the NUT on the preparation of its memorandum.

**a. Benefit from Udoji Commission**

1. Principal Class 11 and Principal Special Class were upgraded to salary grade level 13 and level 14 respectively (N8,712), the same position as Assist Chief Inspector and Deputy Chief Inspector of Education respectively.
2. Teachers were granted the public servants status. They use to be regarded as private labour employee.
3. Promotions prospects were introduced to all teachers the first time in Nigeria history. Promotion prospect allowed for overlapping salaries, so that the lowest paid in the next higher cadre does not earn less than the highest paid in the lower cadre.
4. For instance, a Grade II teacher of many years standing does not have to earn less than first year NCE teacher or an NCE teacher of several years of meritorious services to earn less than a fresh Graduate Teacher.

**b. New Salaries Structure Achieved on Udoji Commission**

1. The NUT won, through its memorandum presented to the National Council on Education at its meeting held in Kano in 1978 salary Grade level 14 and 15 (N9,858 and 11,046) for Principals Class 1 and special class respectively.
2. The Head teacher Class 1 and special class were also upgraded to earn Salary Grade Level 9 and 10 (N5,112 and N6,282) respectively the same year.

3. Parity was won with the civil servants.

**c. Recent Achievements**

These days the principal special class position attracts salary Grade Level 16 while the Head teachers Class land special Class position attracts salary Grade Levels 10 and 12 respectively. NCE teachers in some states have advanced to GL 14 as terminal salary. Other NUT achievements include:

1. The NUT is recognized by the various governments in the country for its participation in union activities and its influence on national and international affairs.
2. Establishment of economic and welfare services for teachers, for example; payment of new TSS salary to teachers.
3. Improve relations with Government and Educational Authorities with Co-operation on educational development.
4. Improvement in the standard of education and professional competence of members.
5. Appointment of permanent and full time staff at the National and State Wings of the Union.
6. Building of befitting Teachers House in some state Wings.
7. Establishment and maintenance of National and State Secretariats serve members.

**2.2.14 Nigeria Union of Teachers (NUT) Katsina State Wing**

Katsina State is located in the North-Western region of Nigeria, bordering Niger Republic, Kaduna, Kano and Jigawa States. The majorities of the working population in Katsina State are farmers and cattle rears with rich cultural values and are highly regarded for their honesty, hard-work and hospitality. The State was carved and created out of old Kaduna State in September 1987, with a land area of approximately 24,000

Square Kilometers. The state is also made up of two emirates, namely; Katsina and Daura emirates which feature prominently in the establishment of the seven Hausa Kingdoms. The famous Bayajidda lineage had produced the founders and kings of Katsina, Zaria, Kano, Biram, Rano Gobir and Daura. The legendary Kusugu well in which the snake called Sarki was slain serves as a major tourist attraction in Daura.

The NUT as the name implies cater for educational interest and good Conditions of service of teachers in Nigeria and not for any sectional or tribal group. It does and will always work with that in view; it recognized no color. The Katsina State Wing of the NUT came into being as a result of creation of Katsina State from Kaduna State in 1987. Now the State Wing has a total of 34 Local branches with duly elected executives consist of teachers from Primary Schools especially and some from Post-Primary schools which is same like the State Executive Members. Below are leaders of the union from creation of the state to date:

- Alh. Lawal Zangina Kankiya                      - *State Chairman 1987-1994*
- Isah Iro Fago    - *State Chairman 1994-1997*
- Yahaya Jafaru Shinkafi                              - *State Chairman 1997-2001*
- Bashir Lawal Jibia                                      - *State Chairman 2001-2002*
- Ali Dahiru Daura                                        - *State Chairman 2002-2005*
- Suweedy Hassan Dayi                                - *State Chairman 2005-date*

During the period under review, the NUT Katsina State Wing was able to present several activities on the teachers' Conditions of service in the state. Below are details of their achievements:

### **2.3 Perceptions of Members of Nigeria Union of Teachers on Staff Development in Katsina State**

Staff development connotes any training activity that helps teachers to improve teaching skills. Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave. Likewise, staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employers and workers.

The role of teachers in nation building and national development cannot be washed away in every community. For that, Teachers' development became very essential to success of education in the society; this is because teachers constitute the core element of good performance of students in the schools. Dadughun (2005) observed that "for the nation to succeed in inculcating its values to the young ones, the availability of high quality teachers is essential". He ends by maintaining that the quality of teachers dictates the face of the country's education system. Bello (2003) asserted that; "no matter how the level of funding, provision of infrastructure and teaching and learning materials, goals of educational programme can hardly to achieve without qualitative, competent, committed and well motivated teaching force in educational organization".

The role of teacher on the implementation of educational development should not be over emphasized. Ukeje (1995) pointed out that "the key to successful implementation and management of any educational programmes lies on the hand of teachers, as such an effective teacher will build effective and efficiently managed programme while an ineffective teacher will build an equally ineffective system". However, Obanyo (2000)

asserted that; “for teachers to be effective, they require proper training and orientation not only for the growth of the education industry but also their professional competencies”.

Also, to determine the meaningful of training and re-training of teachers on nation’s building; Ukeje (1975) stated that “the professionally trained, competent, committed and well motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment”. The teacher can only possess professional characteristics through meaningful manpower plan and good conditions of service. This means that there is the need for teachers to be motivated in their professional work especially the motivation which entails finding the incentives that will satisfy the teachers’ needs and increase the performances and effort toward the achievement of educational objectives.

To become a professional teacher, one must have the minimal required teaching qualification as recommended by national policy on education, such qualifications include; at least teachers Grade I or II certificates, three years Nigerian Certificate in Education (NCE) as minimum standard teacher qualification; or appropriately Bachelor Degree in Education (B.Ed). This longer-than standard program aims to provide extensive training in the subject area chosen and to inculcate teaching spirit into the teacher-to-be.

In addition, the graduates from four-year program without education will be required to undertake a one-year Post Graduate Diploma in Education (PGDE) in an educational institution certified by the professional body in order to be eligible to apply for a professional license. A license (TRC Certificate) as well as other qualifications as required by the professional body is needed to be able to teach in educational

institutions. These professional standards are set to assure the quality of teachers and standard of education. Ejiogu (1990) notes that: “the quality of education in any given society depends considerably on the fore most functions of educational management for the development and maintenance of an efficient and effective school staff”.

### **2.3.1 Teacher’s Academic Ranking**

To be in line with the nature of teachers' work which requires ability, experience and specialization, an Academic Rank Classification (ARC) is to be established. The teacher’s academic rankings as classified by Andrew (2010) are of four categories:

- (1) **Teacher:** A teacher performs accordingly to the rules and orders given to achieve the objective of executing the teaching work effectively. A teacher teaches in a subject area assigned as part of the curriculum; most of these teachers are Grade I & II certificates.
- (2) **Senior Teacher:** A senior teacher performs independently and can make his/her own decision with advice from supervisors. He/she is able to do research and develop his/her teaching to become more effective and can be exemplified for others; such teachers have a minimum required teaching qualification of Nigerian Certificate in Education (NCE).
- (3) **Specialist Teacher:** A specialist teacher performs systematically and is able to initiate new activities that serve the needs of learners and communities. Such newly initiated activities can be widely practiced in a beneficial manner elsewhere. A specialist teacher can also provide advice to other teachers; these usually are teachers with Degree of Bachelor of Education (B.Ed).

- (4) **Senior Specialist Teacher:** A senior specialist teacher is not only able to perform systematically but also able to develop the working system using new innovations in research and development of teaching and learning which can be applied in other areas in the education system. A senior specialist teacher can give advice to other teachers and can also evaluate other teachers' work. His work can significantly contribute to the development of teaching profession as well as to the development of the educational institutions, the communities and society as a whole. These kinds of teachers are Masters, PhD teachers and above.

It is generally acknowledged that promoting teacher quality is a key element in improving education in Nigeria especially in Katsina State. Indeed, one of the primary goals of the “Education is the Right of Every Child” is to have a “highly qualified teacher” in every classroom; (FRN, 1989).

Training and developmental activities are integral and important aspect of human resources management. Human and National Development are interrelated and both are functions of people’s level of education and literacy. The achievement of education and literacy can only be realized through learning in either formal or non-formal settings which cannot completely dispense with the services of teachers. Teachers therefore have always been and will continue to be fundamental asset in all forms of education process.

Teachers’ preparation or training does not end with pre-service training. It is continuous process. The teacher must be growing not only in age and experience but also in professional knowledge. Nadlen (1970) in NPE (2004) lamented that; “training and re-training are those activities which are designed to improve the overall competence of the employee in a specific direction and beyond the job he now holds”. Meanwhile,

Crowford (1984) asserted that; “training and re-training are ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt”.

Therefore, to support and encourage training and re-training of primary school teachers in school organizations; Ekpo (1995) in Fasanmi (2006) envisaged that; “no matter the efficiency of the pre-service training to teachers, there would be necessarily be areas of inadequacies, training and re-training of teachers can serve as a deliberate and systematic means of changing positively behaviour and attitudes of the trainees toward the achievement of organizational goals”.

### **2.3.2 Type of Training and Re-Training**

Various authorities and educational planners identified different types of training for the production of teachers and re-training for the enhancement of their quality of service. Some of these types are:

#### **i. Pre-Service Training:**

It is also known as initial conventional training, this type of training viewed by Farant (1981); “it has been available to teachers, in such institutions as teachers’ colleges, advanced teachers’ colleges and institutions of education”. A good example of such trainings are those training received by teachers in colleges of educations and faculty of education in the universities and similar institutions that will enable them to professional teachers.

#### **ii. Correspondence Course:** As the name implies it is assumed that it corresponds with the normal conventional teacher training. It is usually by sending lessons to the students through the post. This kind of training has been used in recent years

to teach students at a distance. “It has been used successfully with students covering a wide range of ages and educational attainments and more recently, National Teachers’ Institute has been using correspondence as its main teaching medium for the in-service training of teachers”.

iii. **Seminar:-** The term seminar refers to as a course of intense study relating to the student's major. According to Altalib (1993) “Seminar is a topic-oriented event designed to educate and inform an audience about subject of interest”. Seminars typically have significantly fewer students per professor than normal courses, and are generally more specific in topic of study. Seminars can revolve around term papers, exams, presentations, and several other assignments. Seminars are almost always required for university graduation. In some European universities, a seminar may be a large lecture course, especially when conducted by a renowned thinker (regardless of the size of the audience or the scope of student participation in discussion). However, Seminar referred to as a general form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate.

iv. **Workshops:** A workshop is a gathering workshop and intensive course for a small group; emphasizes problem solving course, course of instruction, course of study, class - education imparted in a series of lessons or meetings. A workshop may be a room or building which provides both the area and tools (or machinery) that may be required for the manufacture or repair of manufactured goods.

Workshops were the only places of production until industrialization and its larger factories. A workshop describes as an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. Some people would differentiate a meeting from a workshop by suggesting that a meeting may contain an array of topics not dependent on each other in the sequence listed.

The main aim of workshops is to acquire new knowledge and skills that related to the work of the participants. They identify needed changes in behaviour, learn new skills and practice behaviour in stimulated work environment. Altalib (1993) added that “effective workshop is built around what is practiced and relevant to the need of the learners’ perspective. It is specific and focused on its subject matter”. Workshop is a sort re-training exercise not to upgrade qualification but date knowledge and skills.

- v. **Long Vocational Training/Part Time Programme:** Long vocational training is a systematic educational training organized for teachers to acquire or advance their educational qualifications. This programme is popularly known as Long Vocation Training (LVT). As the name implies, the programme is taking place during long vocation. This course is offered by various institutions of learning like Universities, Colleges of Education, National Teachers Institute etc. the programme enables the teachers to acquire skills and advance their qualifications. For example, Grade II teacher to acquire NCE or NCE holder to acquire B.Ed Degree etc.

vi. **Conferences:** Conferences also are another form of teacher re-training programme which is normally taking place like a seminars or workshops. During teachers' conference, skills and experiences are acquired especially in teaching and learning activities. Ezenne (1998) asserted that "Conferences are usually used to tackle a single or set of problems". Conferences may involved session of various types; such as lectures, panels discussions workshops etc.

Courses which may include formal, informal and training on the job are available to all officers in the service. For instance, teachers may be selected to undergo such course in order to improve upon their performance. Officers who resign their appointments during the period of training forfeit all claims in connection with the training and may be required to refund to government all expenses incurred there in. officers recruited direct into government service when selected shall with the approval of their superior be required to undergo basis courses as may be specified the organization.

An officer selected to undergo a basic course in Nigeria and away from his duty station, in excess of 28 days will normally be granted (including salary) the following:

- i. **Transport Allowance:** Reimbursement of actual expenditure appropriate to his grade level, traveling allowance, book allowance, local course allowance etc. Where an officer is permitted no the recommendation of his head of department to undertake a training course application in writing on form GEN.126 shall be forwarded to the ministry of establishment and training for consideration and approval. For the purpose of the above, the staff of the institution should be given the opportunity to benefit from the following training programmes of the institution:

- ii. **Study Leave with Pay:** A confirmed member of the academic and non-academic staff who has been in the continuous employment of the institution for at least two or three calendar years. Study leave is a privilege, not a right, and shall not necessarily be granted to every applicant who has fulfilled the qualifying Conditions.
- iii. **Work Study Leave with Pay:** Where a member of staff is unable to employ the above he could be granted work leave to pursue part-time post-graduate sandwich courses at nearby universities provided it does not affect staff's primary responsibilities.
- iv. **Study Leave without Pay:** Staff shall be eligible for study leave without pay after serving for a minimum of one year. Each case shall be considered on its own merit.

### **2.3.3 Training Process**

There are commonly two (2) methods of training used by organizations these are:

#### **A) On-the-Job-Training:**

This type of training is given at a work place by superior in relatively short period of time. This type of training is cheaper and less time-consuming. This training can be imparted by coaching. In this regard, the superior guides his sub-ordinates and gives him job instructions. The superior points out the mistakes and gives suggestions for improvement.

Also, there is Job Rotation System, the trainees move from one job to another, so that he may be different job experiences. For instance, in banking system, employees are trained for both back-end jobs and front-end jobs in case of emergency; (absenteeism or resignation) and employer would be able to perform any type of job.

## **B) Off the Job Training:**

This training method is given outside the actual work place such as:

- a) **Lecture and Conferences:** This approach is well adopted to convey specific information rules, procedures or methods. This method is useful, where the information is to be shared among a large number of trainees. The cost per trainee is low in this method.
- b) **Films:** can provide information and explicitly demonstrates skills that are not easily presented by other techniques, motion pictures are often used in conjunction with confidence, discussions to clarify and amplify those points that the film emphasized.
- c) **Simulation Exercises:** Any training activity that explicitly places the trainees in an artificial environment that closely mirrors actual working Conditions can be considered a simulation. Simulation activities include case experiences, experiential exercises, vestibule training, management games and role-play.
- d) **Vestibule Training:** Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor, while expensive, vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.
- e) **Role-play:** It is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation.

- f) **Management Games:** The game is devised on a model of a business situation. The trainees are divided into groups who represent the management of competing companies. They make decisions just, like these are made in real-life situations. Decisions made by the groups are by the groups evaluated and the likely implications of the decisions are feed back to the groups. The game goes on in several rounds to take the time dimension into account.
- g) **In-Basket Exercise:** Also known as in-tray method of training. The trainee is presented with a pack of papers and files in a tray containing administrative problems and is asked to take decisions on these problems and compared with one another. The trainees are provided with feedback on their performance.

#### **2.3.4. Importance of Teacher Training**

Training and development activities are integral and important aspect of human resource management. Such activities make it possible to adjust as well as enhance the skills of the worker, ranging from the lowest to the highest set of employees. No organization can for long ignore the training and development needs of its work force without seriously impairing productive efficiency. Therefore, to encourage training and development of staff in organizations, Ojo (1998) narrated that Flippo, (1984) and Beach, (1980) emphasized on the benefits as follows:

- a) It provides initial training for new employees, professional, technical and other skills and some skilled personnel (induction training).
- b) It helps in training new employees without specific skills i.e. in form of apprenticeship training (remedial training).

- c) It helps in fulfilling specific manpower needs. Examples cover areas where there are difficulties in recruiting sufficient personnel eg: computer programmes, tool makers, machinist etc. such shortages may lead an enterprise to establish its own training programme or sponsor training in other establishments.
- d) It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological change or introduction of new products (in-service training).
- e) Training helps to acquire correct operation skills as such it will solve operational problems viz; to reduce accidents eg: training in proper use of equipment and in safety attitudes, inept supervision, poor customer service, and poor work methods.
- f) It keeps supervisors and managers up to date on the techniques of management and supervision.
- g) It encourages the professional development of workers and improves their benefits. Promotion training is an example of employees' new knowledge and job skills gained through training increase their marketability and earning capacity, enhance their job security, poor performance if not affected by problems such as alcoholism, poor motivation or training. Some low performers could be victims of poor training received when recruited or supervisor's unwillingness to show the way" in the inter case, transfer and training might turn poor performances good performers, and
- h) Increasing organizational flexibility and stability is another advantage of training. Flexibility relates to ability to adjust to short – run variations in volume of work while stability can sustain cooperate effectiveness despite loss of some key personnel.

Therefore, staff (Teachers) development is an organized activity, transformation, learning a sequence programme which deals with the behaviour, given awareness, improving skills, bringing about positive change which involves time, effort and money (funds) to develop human beings for getting the desired objectives and goals set by the organization without proper funding this can not be achieved. “The teacher as a key factor in education system is not being giving adequate consideration in the Nigeria education system” Adelabu (2005). For example, there is noticeable shortage of qualified teachers across the country. In many states there are great numbers of unqualified and poorly trained teachers who cannot teach effectively in the schools. This is in addition to the lack of motivation to teachers, which has the adverse effect on the morale of the teachers.

### **2.3.5 NUT Staff Development Programmes in Katsina State**

In Katsina State, the Nigeria Union of Teachers (NUT) Katsina State Wing holds different runs of professional training; re-training and in-service programmes aimed at upgrading and improving teachers’ skills to meet innovation in content and structure of education to facilitate understanding the government policies in education for effective execution and implementation.

Teacher’s development issues were improved and address through various schemes. In the year 2012, 17,157 teachers at Primary and Post-Primary levels were offered in-service training in the state. Also, NUT Katsina Wing has adopted the Study Circle Programmes as a way of promoting the Trade Union Activities both as professionals, trade unionist and as a teacher. In its original conception, study circle is aims at educational delivery by non-formal means. The study draws its strength from the

failure of the formal setting by bridging the gap between the teachers and the learners. It also involves group of people encircled by common interest coming together to discuss issues of common goals, solve their common educational problems and sharing from one another's experiences. The Study Circle builds a syndicate of all teachers and all learners in the state.

The Study Circle Training programme unlike formal education setting may have a beginning but not an end. It is not examination and certificate oriented, but organizes to achieve the following:

- i. To raise trade union consciousness of teachers (member).
- ii. To enable teachers develop the attitude of questioning and be critical for knowledge.
- iii. To develop self-confidence among the teachers.
- iv. To learn and share different ideas.
- v. To learn appreciate the virtues of interdependence while working with others.
- vi. To learn to respect other peoples' views.
- vii. To learn and put into practice the principles of democracy between the educational administrators, the teachers and the students.
- viii. To help the union to know problems of teachers and the possible way of solving their problems accordingly for effective service delivery.
- ix. To create solidarity among the teachers etc.

## **2.4 Perceptions of Members of Nigeria Union of Teachers on Staff Welfare Services in Katsina State**

Welfare referred to as provision of a minimal level of well-being and social support for someone. Sometimes welfare referred to as Public Aid. (Blank, 2001). Welfare can take a variety of forms, such as monetary payments, subsidies and vouchers (i.e. food stamps, or housing programs etc. Welfare programs may be funded directly by governments, or in social insurance models, by the members of the welfare scheme.

Welfare systems differ from country to country, but Welfare is commonly provided to individuals who are either employed or unemployed, e.g. government worker such as teacher, doctor, police etc. or those with illness or disability, the elderly, those with dependent children, and veterans. A person's eligibility for Welfare may also be constrained by means testing or other Conditions.

### **2.4.1 Strategies of Welfare:**

- a) **Subsidy Programmes:** Subsidizing a good is one way of redistributing wealth to the poor. It is money that is paid usually by a government to keep the price of a product or service low or to help a business or organization to continue to function. In a budget constraint between 'all other goods' and a 'subsidized good', the maximum amount of 'all other goods' will remain the same but the budget constraint will shift outward for the 'subsidized good' can lead to an over consumption of the good.

- b) **Voucher System:** A voucher is like a subsidy that can only be consumed in a specific way like a school voucher or housing. For instance, families who receive school vouchers may only use them to send their children to schools to help pay tuition costs. Schools then exchange the voucher for cash. Similarly, housing voucher, families with this voucher can only use the voucher to pay a portion of their living costs in specified units or in a private sector.
- c) **Direct Cash:** This is straight cash with no restrictions on how it can be consumed. Direct cash may cause greater budget constraint because the recipient can spend the cash subsidy on all 'other goods' or on a 'subsidized good'. Direct cash increases the entire budget constraint and shifts the indifference curves outward allowing how to maximize individual utility.

#### 2.4.2 Provision and Funding of Welfare

Welfare may be provided directly by governments or their agencies, by private organizations, and or by a combination. Welfare may be funded by governments out of general revenue, typically by way of redistributive taxation. Social insurance-type Welfare schemes are funded on a contributory basis by the members of the scheme.

Contributions may be pooled to fund the scheme as a whole, or reserved for the benefit of a particular member. Participation in such schemes is either compulsory, or the program is subsidized heavily enough that most eligible individuals choose to participate. Scheldon & Robert (1981); observed that "The medieval Roman Catholic Church operated a far-reaching and comprehensive welfare system for the poor; while, the concepts of welfare and pension were put into practice in the early Islamic law of the Caliphate as forms of Zakat (charity), one of the Five Pillars of Islam, since the time of

the Rashidun caliph Umar in the 7th century. The taxes (including Zakat and Jizya) collected in the treasury of an Islamic government were used to provide income for the needy, including the poor, elderly, orphans, widows, and the disabled. Also, the government was also expected to store up food supplies in every region in case a disaster or famine occurred. (www.gogglesearchwelfareservices.com2013).

There is relatively little statistical data on Welfare transfer payments before the High Middle Ages. In the medieval period and until the Industrial Revolution, the function of Welfare payments in Europe was principally achieved through private giving or charity. In those early times, there was a much broader group considered to be in poverty as compared to the 21st century. (Blank, 2001).

In educational system, Adelabu (2005) sees welfare as “a provision minimal well-being and social support for teacher; which is largely provided by the government or other related agencies; in addition to charities, informal social groups, religious groups, and inter-governmental organizations”.

Teachers’ welfare means pauper should provide multiple forms of social Welfare programs for teachers including the establishment of retirement homes, public clinics, educational and recreational facilities, safety, pauper's graveyards etc. the purpose of welfare is to encourage a positive relationship between employees (teachers) and their organizations and thereby enhancing teacher productivity toward the achievement of desired goals.

### **2.4.3 NUT Staff Welfare Services in Katsina State**

Prior to review teachers' welfare and conditions of service, teachers were held in low esteem in the society. Many could not pay their rents on time and landlords were unwilling to rent their house to teachers (NUT News Letter, 2009). According to NUT official Katsina State Wing this situation was changing; "a lot of teachers now ride good cars and build their own houses; this is because of the upward review of teachers' status in term of salaries and allowances and general welfare of teachers in the State" (NUT News Letter, 2012).

Although the welfare and general conditions of service of most Nigeria teachers are poor, but the situation is being improving in Katsina State especially during the last four years to date. According to Nigeria Union of Teachers Katsina State Wing, the union participates in most of the committee set up by the SUBEB and Ministry of Education to look into the welfare of teachers in the State. Baike (2002) lamented that; "the welfare of teachers has been identified as an important factor impacting teacher morale and motivation".

For instance, in 2011; the NUT was able to process for 5,000 Primary Teachers interest free motorcycle loan to ease mobility challenges; this assist them to reach their places of work in a very good time so as to discharge duties effectively. And 5,420 senior staff of SUBEB promoted. Also, low interest loan of money was given to them. This amount can enable teachers to purchase a plot of land or even build a house etc. the loan is payable over a period of ten years and deducted on monthly basis from recipient's salary. The union also helps teachers to benefit from the total outcome of corporately negotiated conditions of services without discrimination.

Not only that, the NUT sponsors teachers to attend seminars, workshops and conferences within and outside the state. This shows the effort made by union in protecting and defending of rights, entitlement and privileges in teachers' welfare in accordance with the laws of the land. NUT strives to provide medical assistances to teachers and other individuals throughout the state; eg: victim of accident, fire disaster or even donations given to schools at primary and secondary schools within the state. NUT in Katsina State was able to purchase some J5 Busses for Mass Transit to reduce transportation problem for teachers and the general public all over the state. Furthermore, the union has constructed and furnished its offices with computer systems together with good conference hall so as to carry out its activities accordingly. (NUT Journal, January 2012).

Finally, NUT is a permanent Board Member of the State Universal Basic Education Board and Teachers Service Board Katsina State, so the union is among the body responsible for making decision related to teachers especially on behalf of the board. Therefore teachers' status was given boost in Katsina, where full serving teachers were appointed as education secretaries and other top administrative posts in the state and local government. According to NUT chairman of the state; "this has no doubt promoted harmony in the teaching service while elevating the social status of the profession". (KSUBEB Booklet, 2010)

## **2.5 Perceptions of Members of Nigeria Union of Teachers on Payment of Teachers' Salaries and other Allowances in Katsina State**

Teacher conditions of service are the totality of the remunerations the teacher is entitled to, for services he renders. These include salary, fringe benefits, conditions of work place, Teachers' work load, infrastructure, rights and obligations in the practice of his profession as well guidelines and ethics of his profession. Teachers' conditions of service depend on the authority (management under which the teachers' finds himself). The attendant problems is that while some teachers receive their salaries with fringe benefits regularly, some may be paid salaries alone without fringe benefits, while some others are owned both salaries and fringe benefits for months, depending on the authority.

Salaries are fixed earnings paid per week or month to persons employed usually in permanent and non-manual. Barbuto & Scholl (1999) stated that "salaries are compensations usually calculated on a weekly, monthly or annual basis; are used to designate pay to white-collar employees- administrative, professional and executive employees". Salary is also known as basic pay etc.

Like all other professions within the public sector, the salary of teachers is basically determined by their educational qualifications when first entering the teaching profession. The salary of teachers is usually low when compared with that of employees in the private sector who have similar qualifications; but sometimes the reverse is the case. The teachers' salary scale is the same as other civil servants. The annual increment depends upon teaching performance, professional service and higher educational qualifications acquired.

The salary scale of teachers is revised occasionally but the frequency of revision is not consistent. The salary of teachers in public and private schools also differs.

Although some private schools provide higher salary for teachers, others pay less than public schools. The minimum salary of Primary and Post-Primary teachers in public schools is roughly ₦216,000 per year or ₦18,000 per month. Approximately 41 percent of Nigeria teachers are on the salary of under average.

### **2.5.1 Teachers' Salary Scale and Remuneration**

Teachers' salary and remunerations package should be determined in harmony with the prospective progress in their career path. That is, teachers' rank and salary should be promoted in commensurate with their educational background, ability, seniority, and specialization. Kazeem (1999) stressed that “teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly”.

In addition, their salary should also be sufficient for them to maintain their social status and comparable to that of other highly respected professions e.g. medical and engineering professions. Also Ubom (2002) asserted that “prompt payment of salaries induced greater commitment to teaching”. Salaries and other fringe benefits determined and fixed from time to time by the employers of teacher, like the government does for the other civil or public servants. At present, the distinct cadres of teachers in Primary and Post-Primary institutions is based on grade level as shown in table 2.1:

**Table 2.1: Teachers’ Cadre based on Grade Levels at Primary and Post Primary**

S/N	Description	Grade Level	Termination Point
i.	Teachers Grade II	GL 05	GL 08/15

ii.	Teachers Grade I	GL 06	GL 10/15
iii.	N.C.E Teachers	GL 07	GL 14/10
iv.	Graduate Teachers	GL 08	GL 16/ and above

**Source: KSUBEB, 2012**

This also warrants the situation that the state up till now has many Grade II referred and Grade II teachers teaching. They are not ready to upgrade their qualifications despite various programmes to upgrade teachers' qualifications to at least NCE as a minimum teaching qualification in the country. Additional qualifications play a major role in the determination of a Teacher's salary Grade Level or step. The basic fringe benefits a teacher of whatever category is entitled to are house, rent subsidy, leave grant, transport allowance, car loan, housing loan and utility allowance, as well as medical allowance.

An average teacher retains his membership of the NUT because of what he may possibly benefit through the union to improve his conditions of service. Therefore, the role of NUT to ensure that the Teacher's special contributions in the field of education are taken into consideration in the determining his fringe benefits. Apart from teaching, teachers take on other assignments in the school. These range from being house masters/house mistress, head of departments, dens, subject heads, games-masters, agric. Masters, welfare/sanitation Officers, etc. unlike their counterparts in the teaching service, other workers who are employed by government just do the work for which they are employed.

### **2.5.2 NUT Principles for Setting Teachers' Emolument Package**

- **Merit:** Teachers' emolument package should be determined based on the nature of their work and their performance.

- **Sufficiency:** Teachers' emolument package should be commensurate with the actual costs of living and enable them to maintain the status of highly respected profession. In other words, the emolument should be sufficient for them to live a decent life without having to do extra work to meet the living expenses. As a result, they will be able to perform their teaching duty efficiently.
- **Equity:** Taking into consideration the equity with other highly respected professions. Within the teaching profession itself, all teachers should be treated equally. Emolument should be determined based on the level of difficulty of their work, level of responsibility, experience, work performance, training and other criteria required to obtain a professional license.

### **2.5.3. NUT Framework for Setting Teachers and Education Personnel's Salary Scales**

- a) Teachers' salary should be sufficient for them to maintain their social and professional status and make them feel confident in and proud of this profession.
- b) The starting salary for licensed teachers should be comparatively high enough for them to build a good career, but the annual increment can be proportionately lowered later in the career path.
- c) Teachers' salary should be adjusted in line with their acquired education.
- d) Annual increment should be in compliance with the individual's work performance and the quality of teaching, but can be dependent upon the overall economic situation of the country.

- e) Teachers' salary scale should be favorable for their progress in the career path i.e. their salary should be able to be raised annually. Professional development should be taken into account when evaluated for annual increment.
- f) Teachers' salary scale should be correlated with their academic ranking and be described as salary bars.

Classification of teachers and education personnel should be done in accordance with the level of difficulty of each specialized area.

#### **2.5.4 Role of NUT on Salaries and Allowances in Katsina state**

The special roles played by the NUT makes it imperative for teachers to advocate for upward of salaries and other fringe benefits, the Nigeria Union of Teachers' in its efforts to further the service conditions of teachers, took the working conditions and expectation of teachers into account when it initiated its demands for Teachers Salary Structure (TSS) in Katsina State. The union is still pursuing the issues of special salary structure for teachers all over the country. It is hoped that with the professionalization of teaching a formidable base has been formed for the achievement of this objective among other things.

The administrative machinery for the implementation of teachers' conditions of service differs from state to state and this to a large extent determines the state of affairs. In states where there are central authorities like the Teaching Service Commission. State Education Commission or Central School Boards for the employment, posting, transfer, payment of salary, everybody is paid at the same time and when there is denial of any

entitlement, every teacher is affected, in such cases; it is easier for the Union to negotiate on behalf of the teachers and get result.

On the other hand, in state where there are different authorities handling different categories of teachers like having Local Government in-charge of primary school teachers, the question of Uniform treatment to teachers in the state is completely ruled out. The unified Grading Salary Structure with the fringe benefits at the moment is the same for all workers in the civil and public service including teachers; the conditions according to NUT are:

- a) Salaries and Wages should be related to the worker's productivity.
- b) The system of calculation of pay should be simple in operation and simple to understand, and not too expensive.
- c) The total wages bill must always be related to the budgets of the business, and what can be afforded.
- d) The wages paid must be fair e.g. by guarantee a minimum wage to protect the worker against Conditions beyond his control.
- e) The system should make provision for beginners.
- f) The time allowed for doing work should be based on sound methods for work measurement and quality standards.
- g) The system of payment should be clearly stated, properly, published, and not departed from without good reason.

#### **2.5.5 Teachers' Fringe Benefits**

Fringe benefits are compensations made to an employee beyond the regular benefit of being paid for their work. Some fringe benefits are fairly standard, such as

offering a few days of sick time or paid vacation time. Others can be significantly greater and very rare. Key executives in large companies might also enjoy fringe benefits like use of time-share condominiums, paid continuing education, use of a company jet, use of a company credit card, discounted or free health club memberships, and a significant amount of paid vacation. (NTI Training Manual, 2009)

In education system, Fringe benefits determines teachers' preparation for good Conditions of services which include additional payment of: housing allowance (employer-provided or employer-paid), group insurance (health, dental, life etc.), disability income protection, retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid and non-paid), social security, profit sharing, funding of education, and other specialized benefits. The purpose of teacher benefits is to increase the economic security of staff members, and in doing so, improve worker retention across the educational organizations. (<http://en.wikipedia.org/wiki/Nigerian-civil-service>).

## **2.6 Perceptions of Members of Nigeria Union of Teachers on Staff Promotions in Katsina State**

It is widely acknowledged that promotion is a key element in improving teacher quality at all level of education, and particularly at Primary and Post-Primary level of education in Nigeria and specifically in Katsina State. Indeed, one of the primary goals of the “No Child Left behind Programme” is depend on highly qualified teacher in every classroom.

Promotion connotes positive way of motivating workers to put higher effort to work or rewarding workers for their efforts or the progress of the organization. Ojo (1998) defines promotion as “an advancement or upward movement, of an employee within an organization to a position of greater authority and responsibility, more prestige, status and increase in pay”. It is a positive movement in rank and responsibility.

Promotion of teachers aims at boosting their morale and motivates them to work harder, thereby increasing efficiency and productivity. Because an individual has the competencies, i.e. the skills, abilities, knowledge and attitudes, required to perform effectively at the next higher rank. The competencies reflect the knowledge and skills exhibited in observable behaviour in the relevant areas of work. Eton (1984) lamented that “the payment of salaries, allowances and promotion as the key factors that shape teachers’ attitude towards their work”.

### **2.6.1 Conditions for Promotion of Teachers in Nigeria**

In Nigeria, the criteria being considered for promotion of teacher according to Tijjani (2011) are as follows:

- a) Qualification.
- b) Seniority

- c) Productivity
- d) Competence
- e) Attitude to work
- f) Present salary scale and date of last promotion.
- g) Judgment and quality of leadership
- h) Responsibility and workload of the position in question;
- i) Length of service in the establishment;
- j) Availability of vacancies.

Since organizational leaders on remuneration, promotion, discipline on how to improve on training and development of teachers in the school performance appraisal must be emphasized.

### **2.6.2 Types of Promotion**

There are two type of promotion according to the Katsina State Civil Service Commission (2011); these are:

- National Promotion System and
  - Accelerated promotion system.
- i. **National Promotion System:** This is granted to officers who from approved Secondment, approved study leave with pay, special assignment, etc. and fall within the filed of selection. Te officers will be called for an interview or examination, and if successful; a national promotion will be grated to them so that they will move together with their colleagues. But if an officer is granted study leave without pay or leave of absence, as the case may be, he will no longer enjoy national promotion.

- ii. **Accelerated Promotion System:** Promoting an officer two or more grades or posts higher than his expected substantive rank is termed accelerated promotion. Accelerated promotions are granted to junior officers, but not officers from grades level 07 and above.

Management staffs on grades level 14 and above are supposed to be assessed by their leadership qualities an exceptional standard of management of human, material and financial resources before they are granted such type of promotion. In general terms to be eligible for an accelerated promotion, the officer, according to Katsina State Civil Service Board rule must:

- (a) Exhibit substantially sustained high degree of excellence in performance of his duties.
- (b) Distinguish himself in undertaking special assignments in addition to his normal duties; and
- (c) Be consistent in demonstration of high degree of honesty, probity commitment and loyalty.

Teacher should benefit from accelerated promotion when they demonstrate high level of efficiency, professional initiative and resourcefulness towards improving quality teaching and learning.

### **2.6.3 Role of NUT on Promotion of Teachers in Katsina state**

The Nigeria Union of Teachers (NUT) Katsina State Wing plays several roles on promotion of teachers in Katsina State. The union emphasized that merit should be the

principal criterion in deciding which teacher should be promoted or not. Igwe (2000) asserted that other considerations and according to the spirit of law should be incidental or secondary. He further mentions that it is provided among the factors to be taken into careful consideration in the promotion exercise:

- a) The candidate level or quality of performance on his present post based on his record of service and confidential report.
- b) The candidate's establishment potential for high quality performance on the post for which he is being considered for promotion.

Among the recommendations proposed by NUT to the state government that, confidential annual reports of every staff should be provided. This confidential report is specially designed on a form prescribing the general attitude of teachers based on their conditions of service. Such assessments/reports formally organized to cover the period of 1<sup>st</sup> July to 30<sup>th</sup> December of each year in Katsina State. Moreover; it is charged to what is now known as Annual Performance Evaluation Reports (APER) form. These reports should be submitted to the State Universal Basic Education Board (SUBEB) through the appropriate Local Government Education Authorities for primary school teachers respectively.

Moreover, in Katsina State, it is among the promotion rules for every senior staff employee to have a confirmation of appointment through passing a prescribed civil service examination which is conducted twice every year (in April and November) by Hassan Usman Polytechnic Katsina in collaboration with State Civil Service Commission. Also, by passing a promotional examination conducted by Civil Service Commission every year to all middle and senior staff due for promotion in the particular

year for the state civil servants including Primary and Secondary school teachers. (NTI Training Manual, 2007).

But with the case of Civil Service Examination (confirmation of appointment examination) primary and post-primary school teachers are waived up to grade level 12. A teacher must pass it before his promotion to grade level 13. The state civil service commission is strictly in compliance with the above mentioned regulations. In respect of teachers' promotions, NUT as lamented by Dayi (2012) carries out the following activities:

- a) NUT always encourage government on regular promotion of teaches in Katsina state.
- b) The union is charged with responsibility of collation, processing of teachers' promotion.
- c) NUT monitors all promotion agencies to ensure justice on teachers' promotion.
- d) NUT emphasized that teachers should be promoted on merit or special performance.
- e) NUT processes teachers' advancement and proper placement in the state.
- f) NUT processes payment of teachers' arrears whenever they are promoted.
- g) NUT encourages the implementation of teaches' promotions in Katsina State etc.

#### **2.6.4 Importance of Teachers' Promotion**

Promotion of teachers is very crucial factor of motivating and developing their academic performance. Promotion influences their retention; develop their interest as well as their ability to develop professionally. Kazeem (1999) observed that "teachers and other school workers tend to remain contented and reasonably motivated as long as

salaries are paid and they are promoted regularly”. Also promotion to teachers should not be tight with unnecessary conditions that will deny them to be promoted regularly. Though, there is a view by some educationists that practices of promotion based on years of experience to teachers is unprofessional and does not encourage efficiency, initiative or resourcefulness.

Igwe (2000) stated that “if a teacher knows that he normally be promoted after a specified number of years all he does is to sit back, and at the best do the barest minimum in order not to earn a sack while waiting for the sacrosanct number of years to earn his promotion”. In this situation the teacher will hardly make any effort to excel or work hard throughout his career as a teacher. This in turn does not make for professional growth of the teachers because they merely operate on residual knowledge and soon become academic and professional deadwoods.

The above example is a true situation in Katsina State Local Government Education Authorities where promotion is regular based on year of experience. Each and every primary teacher will automatically be promoted three years after his last promotion provided he does not reach the last level last of promotion terminal point due to his qualification. To improve the situation, Nigeria Union of Teachers advises that promotion of teachers be always strictly on the basis of efficiency, professional and resourcefulness and all other outstanding qualities expected of teachers. Years of graduation or experience can be as a basis for determining seniority, (Igwe, 2012).

## **2.7 Perceptions of Members of Nigeria Union of Teachers on Payment of Teachers’ Retirement Benefits in Katsina State**

### **2.7.1 Meaning of Retirement**

Retirement has been defined as a state of being withdrawn from business, public life or active service. In the views of Ubangba and Akinyemi (2004), retirement is a transfer from one way of life to another; they note that many people suffer from retirement shock such as a sense of deprivation during the early period of their retirement.

In the opinion of Olusakin (1999), retirement involves a lot of changes in values, monetary involvements and social aspects of life. He further noted that for some retirees, it leads to termination of a pattern of life and a transition to a new one. However, Billings (2004) described retirement as the transition from first adulthood to second adulthood which is often a jarring and unsettling experience. It follows from these descriptions/definitions of retirement that a retired person or retiree is any person who performs no gainful employment during a given year or any person who is receiving a retirement pension benefit and any person not employed full time, all year round after his/her disengagement from a previous work schedule.

Retirement Benefits are retirement entitlements derived from retiree's service earning known as gratuity and pension earned through prior years of service as a job holder. If the pension plan allows for early retirement, payments are often reduced to recognize that the retirees will receive the payouts for longer periods of time. Retirement has been variously categorized depending on the orientation or perception of the classifier. For example, in view of Marceau, (1998) retirement can be broadly classified into five category, these are:

1. **Mandatory Retirement:** Mandatory retirement occurs when an employee disengages from active service at the retirement age or completion of the length of service based on the terms of the employment, after attaining the age of 50 years.

↳ **Requirements:** All arrangements preparatory to the retirement of the RSA holder shall be made and concluded within a period of six (6) months prior to the date of retirement:

- a. A letter of notification of retirement issued by his/her employer.
- b. A document confirming that the retirement is in accordance with terms and conditions of his/her employment.
- c. Pay slip or evidence of total annual remuneration.
- d. Evidence of any accrued pension rights/acknowledgement of indebtedness (for an employee in the private sector) as well as any outstanding pension contribution.

2. **Compulsory Retirement:** Compulsory retirement occurs when an employee disengages from active service in accordance with the terms and conditions of service, before attaining the age of 50 years.

↳ **Requirements:** A letter of notification of retirement issued by his/her employer:

- i. A document confirming that the retirement is in accordance with terms and conditions of his/her employment.
- ii. Pay slip or evidence of total annual remuneration.
- iii. Evidence of any accrued pension rights/acknowledgement of indebtedness (for an employee in the private sector) as well as any outstanding pension contribution.

3. **Retirement on Medical Grounds:** Retirement on medical grounds occurs when an employee disengages from active service based on the advice of a suitably qualified physician or medical board certifying that the employee is no longer mentally or physically capable of carrying out the functions of his/her office. This could also be due to total or permanent disability either of mind or body.

↳ **Requirements:** A medical certificate issued by a properly constituted Medical Board or a suitably qualified physician.

- a. The letter of notification of retirement issued by his/her employer also authenticating the medical certificate.
- b. Pay slip or evidence of total annual remuneration.
- c. Evidence of any accrued pension rights/acknowledgement of indebtedness (for an employee in the private sector).
- d. Official notice of retirement.

4. **Death:** The employer or Next-of-Kin or the representative of the deceased shall notify any Penman Pensions Office of the death of the employee/retiree.

↳ **Requirements from Next-of-kin:** In addition to providing an acceptable means of identification (e.g. current International Traveling Passport, National Identity Card or letter of confirmation of identity from his/her bank or Notary Public), the next-of-kin will provide the following:

- a) Letter of Administration or Will admitted to Probate
- b) Certificate of Death/Cause of Death
- c) Certificate of Registration of Death
- d) Police Report (if death is by accident)

- e) Burial Warrant issued by a Local Government Council
- f) Evidence of Death/Burial issued by an Islamic Community Head or Judge of a Sharia Court.
- g) Evidence of Death/Burial issued by a Leader of a registered church.
- h) Copy of obituary poster (if any)

**5. Missing Persons:** The employer and/or Next-of-Kin shall notify the PFA of the disappearance of the employee/retiree after a minimum period of 12 months.

↳ **Requirements from Next-of-Kin:** In addition to providing an acceptable means of identification (e.g. current International Traveling Passport, National Identity Card or letter of confirmation of identity from his/her bank or Notary Public), the next-of-kin will provide the following:

- a) A Police Report confirming that the person has been missing with effect from the reported date, the circumstance of the disappearance and that the person has not been found after 12 months.
- b) Letter of confirmation of disappearance from the employer (if in active employment at the time of disappearance) also bearing the passport photograph of the missing person.
- c) Newspaper publication announcing the disappearance of the person.

### **2.7.2 Retirement Benefits in Nigeria**

Retirement benefits in Nigerian civil service is guided by Decree 102 of 1979 (cap 346) which deals with pensions and gratuity. According to this law, the statutory age of retirement of public officers is 60 years while it is 65 years for judicial officers and academic staff of universities. However, with the reform of the civil service decree No.

43 of 1988 retirement age has been put at 60 years or 35 years in service whichever comes first. It must be stated here that irrespective of the type of retirement, the transition is associated with some stress situations like economic, social, psychological and occupational stress. Such stresses as lamented by Denga (1996) could emanate from at least eight broad sources. These are:

- (i) Money;
- (ii) Health;
- (iii) Ageing;
- (iv) Search for meaningful activity;
- (v) Work in retirement;
- (vi) Marital status;
- (vii) Caring for other family members, e.g. grandchildren or elderly parents, and
- (viii) Relocation.

However, in the opinion of Denga (1996), retirement is known to affect income, residence, family structure or relationship between members, health and economic viability of the retirees. Nonetheless the case is worsened when the retiree is not adequately prepared to face this ultimate phase of life.

Retirement life demands great managerial ability. It has been observed that the retiree in order to experience a pleasant post-retirement life style would have to devise effective means of managing some challenges inherent in retirement. It has been posited by Kolawole and Omar (2004); that the typical retiree in Nigeria setting is confronted with the challenge of managing the following:

- (i) Insufficient financial resources;

- (ii) Problem of securing residential accommodation;
- (iii) The challenge of a new and low social status;
- (iv) Difficult health and
- (v) Challenges of declining health.

It is against this condition that the study was initiated to investigate the perceptions of members of NUT on teachers' retirement benefits in Katsina state.

### **2.7.3 Roles of NUT on Payment Teachers' Retirement Benefits**

From 1994 teachers and other stakeholders believed that the National Primary Education Commission (now UBEC/LGEA) was investing 15 per cent of teachers' wages into a pension fund, as opposed to seven per cent at present. However, when these funds were to be reimbursed through a retirement fund, the finances were not available – either misused or embezzled. The federal government has attempts to repay this money, though it has been in an arbitrary fashion.

The NUT Katsina State Wing is incessantly addressing the issue of teachers' retirement benefits with the state government. Because of this, the government is now encouraging private investment into this area. The government wants to pass the responsibility for teachers' pensions into the hands of a number of private companies. Teachers will subsequently have to choose the private pension company they want to transact with and how much they prefer to contribute to their pension fund. Pension settlement will then depend on the amount contributed.

However, stakeholders have expressed their concerns with this transference of responsibility to the private sector. In Nigeria there is the possibility of banks going bankrupt, which would leave teachers duped once again. As a stakeholder affirmed, it

would be more secure to leave pension funds in the hands of the government as they are obliged to refund teachers on their retirement (NUT Newsletter, 2012).

The Nigeria union of teacher plays a vital role on the payment of teachers' retirement benefits in Katsina State. NUT State secretary stressed that:

“we made a several calls on the government to make special funds available for the payment of retired primary and secondary schools teachers in Katsina State right from 2011 to date; and we shall pursue this issues vigorously until government puts in place a permanent structure for the of retirement benefits of teachers such as Pension Board etc”. (Dayi, 2012).

One of the recent achievements of NUT on teachers' retirement benefits is their agreement with government to release funds for the payment of Primary and Secondary School teachers who have retired since 2012; this release according to the government will be made within six months.

#### **2.7.4 NUT Recommendations for Teachers before Retirement**

Think of this aspect five to four years before retirement and plan and develop ways to utilize you time.

- i. At home organize evening classes for at least your extended family and morning and afternoon lessons for those who have left school and are preparing for examinations.
- ii. Take interest in your Mosques or church there are many activities where a retired teacher with his wealth of experience can fit-in.
- iii. A retired teacher who is exposed to the N.U.T Co-operative could form one in his community.

- iv. As an enlightened and knowledgeable person in the community he should associate himself with all developmental programmes in the area. Sooner or later the society will identify him as a person with lofty ideas and eventually he will find himself in a position of holding greater responsibility in the society.
- v. He could in the village assembly among other elders explain some important governmental policies and encourage participation e.g. National Orientation, WAIC, Environmental Sanitation etc.

### **2.7.5 NUT Enlightenment Programmes after Retirement**

A teacher before retirement functioned in three theatres of life: the school, the home and the society. As a retired teacher he only left one of the three theatres and will ever be in two until his death. Anybody who has been active as a worker for 40 years of his sixty years in life cannot leave long after retirement; he becomes secondary sleeping and eating.

This problem does not concern those who have already established a sort of business. But there are many that have succeeded in bringing up their children and by the African traditional extended family systems are well cared for by family in terms of feeding and medical and medical attending. Sometimes delay in the payment of retirement benefits is not entirely the fault of the pensions section of the Establishment Department.

In order to reduce delay to its barest minimum, it is necessary to make the following documents available to the pensions sections.

- i) A copy of the duly signed application giving notice of retirement.
- ii) Two copies of up-dated and certified record of service showing:-
  - a) Correct date of birth

- b) Correct date of first appointment
- c) Correct salary progression showing all incremental date.
- d) Effective dates of promotion, salary grade levels and gazette publications.
- iii) A copy of letter of appointment or absorption into permanent establishment, where applicable.
- iv) Where the application is in respect of a deceased officer, a copy of his/her death certificate duly stamped and signed by a medical officer or acceptable evidence of death.
- v) Confirmation of the officer's state of indebtedness to the State Government.

## **2.8 Problems of NUT in Nigeria**

Numerous problems impede the progress of NUT activities in Nigeria and Katsina state in particular. Some of these constraints according Adefemi *et al* (1999) are as follows:

### **i. Lack of Adequate Support**

Many members of the union still deny NUT the much-desired moral support by not attending union meetings and not participating in programmes of the union.

### **ii. Legal Barking**

The legal status of the teaching profession is no longer over due and until teaching is legally professionalized, it will continue to admit and retain the non-professional, most of who are birds of passage. Although, a decree on

professionalization of teaching has been promulgated, the structures are yet to be established.

**iii. Inadequate Funding**

The value attached to material wealth by the Nigerian society such that the students regard schooling unimportant since they can become materially wealth with little or no formal education, attached to the public recognition, this makes the teachers work much more difficult and less rewarding.

**iv. Communication Gaps**

Inability of the union to effectively disseminate information to its members for the purpose of enlightening and educating them on the activities of the union as well as the right and responsibilities of the members to the union makes most of them hold a very skeptical and misguided view of the Union.

**v. Non-Challant Attitude of some Agencies**

Another problem of NUT is nonchalant attitude of some agencies responsibilities for overseeing education at both Local and state levels, especially towards settlement of teachers entitlement such as prompt payment of salaries and other fringe benefits dampens the teachers enthusiasm for their work.

**vi. Poor Cooperation of Members**

Failure on the part of the members to be organized into rewarding welfare scheme eg: Cooperative etc.

**vii. Uncooperative Attitude of Authorities**

The uncooperative attitude of some of education authorities in remitting union dues promptly to the officials of the union thereby causing economic problems for the union.

#### **viii. Poor Participation of Female Members**

In active participation by female members in programme of the union also served as a problem of NUT.

### **2.9 Possible Solutions**

- i. The union should intensify efforts to encourage all members of the union to belong to the teacher cooperative a venture that would serve as a veritable weapon to enhance the basic earning of teachers.
- ii. The union should invest in commercial ventures to enrich its sources of income to make it possible for the union to fund its several programme on improving teaching, the teacher and the education.
- iii. The union should establish in particular a printing press further assist in the production of essential printed materials for the advantage of education industry.
- iv. NUT should encourage the active participation of members in professional bodies like STAN, MAN etc that are concern with teachers' effectiveness and competence in teaching and learning.
- v. NUT should consider sponsoring educational programmes aimed at uplifting the standard of education in the country, this could be inform of Award Scheme such as given out trophies for the best performed schools in public examinations.
- vi. NUT should ensure that only professionally qualified teachers would be allowed to head schools at primary, post primary and teacher training colleges.

- vii. The union should own a Teacher Resources Centre where training programmes could be conveniently arranged for the members of the union.
- viii. NUT should find ways and means of enforcing in full the code of conduct for teachers throughout the country.

## **2.10 Empirical Studies**

The study focused on the Perceptions of Members of NUT on the Implementation of Conditions of Service for Teachers in Katsina State. The researcher found that several researches were conducted that stressed the Perceptions of Members of NUT on preparing good conditions of service to teachers for effective teaching and learning delivery. Thus, Andrew (2010), carried a study titled; “The effect of Teachers’ Unions on the Status of Teachers in United State of America” The population for the study was 5,270 teachers, 350 educational administrators, the sample for the study was 405 teachers and educational administrators. The researcher adopted survey design and collected the data for the study through the use of questionnaire. The study examined the impact of Teachers Unions on several issues related to teachers’ conditions of service such as teachers’ salary and development, promotion, welfare etc. And the finding showed that there were regular payment of salaries, regular workshops and seminars, while, problems were existed on payment of other allowances and retirement benefits. The methodology and findings are in the support of the topic under study.

Also, study was carried out by Sakunda (2010), on “Effects of Teachers’ Unions on Teaching Service Delivery in Primary Schools” The researcher served 8620 teachers and 74 members of teachers’ unions as population for the study. The sample for the study was 510 teachers and educational administrators. The researcher adopted descriptive

research design and collected the data for the study through the use of questionnaire and personal interview. The study examined the Perceptions of Members of Teachers' Unions and collective bargaining system on teachers' conditions of service with regard to teachers' development, promotion and other welfare services. The finding showed that there were regular conducts of workshops and seminars, and there were problems on teachers' welfare services. Also, the methodology and findings are in the support of the topic under study.

Furthermore, a study was carried out by Adelabu (2005) titled: "Teacher Motivation and Incentive in Nigeria" population for the study include teachers, inspectors NUT members etc. The researcher adopted survey research design and collected the data for the study through the use of questionnaire and personal interview. The study examined the Perceptions of Members of Teachers' Unions on teachers' conditions of service with regard to payment of teachers' salaries and other allowances, promotion and other welfare services. The finding showed that there were problems on teachers' welfare services. Also, the methodology and findings are in the support of the topic under study.

## **2.11 Summary**

In this chapter, many related literature were reviewed in line with the five formulated objectives of the study. Several authors were quoted who examined the significance of improving teachers' conditions of service in Nigeria and its Perceptions of Members to the teachers' quality, productivity and motivation of teachers to effective delivery of service. Conceptual framework for the study highlighted the meaning of Perceptions of Members, meaning of conditions, meaning of service, meaning of union, meaning of condition of service of teachers, roles of NUT on educational development in

Nigeria and the extent to which NUT involved on staff development, teachers' remunerations, teachers' promotions, and their welfare services with particular reference to Katsina State, Nigeria. In the process of this review, the study considers several opinions of teachers, head teachers, NUT officials, education administrators and other stake holders of education in Nigeria in line with the objectives of the study. Finally, the review examined some empirical studies related to NUT recommendations to the government when planning to improve conditions of service of teachers in Katsina State and Nigeria at large.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

It is essential for any meaningful research to specify a research methodology through which the study is to be conducted. This chapter examined the methodology and procedure through which the data was collected and analyzed. These include: research design, population of the study, sample and sampling technique, instrumentation, validity and reliability of the instrument, pilot study, data collection method, the administration of instrument and the method for data analysis.

#### **3.2 Research Design**

Research design is the type of situation that the researcher is investigating. Kerlinger (1986) described research design as “a plan, structure and strategy of investigation conceived so as to obtain answer to research questions and control variance”. The survey research design was used for the study. Ajayi (1991) viewed survey research as “a study which involved an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that those samples are true representatives of the entire population”. The use of this design enabled the researcher to collect reliable information through the use of questionnaire technique to provide answers to the research objectives and hypotheses of the study.

#### **3.3 Population of the study**

The population of this study was made up of the entire Primary School teachers and some of education administrators of both Primary and Post-Primary level of the seven (7) Education Zones of Katsina State Universal Basic Education Board (SUBEB) and Ministry of Education. According to SUBEB (2013), the total number of population for the study was nineteen thousand six hundred and forty one (19,641) teachers and one thousand four hundred and forty four (1,444) education administrators (i.e. 1,410 NUT Officials and Educational Inspectors, and 34 Education Secretaries). Table 3.2 provided the details of this information.

**Table 3.2: Katsina State Education Zones and Teachers Population based on the Local Government Education Authority National School Census 2013/2014**

																					Educ. Admin.
1.	KATSINA	1229	76	DAURA	701	54	KANKIA	552	32	MANI	696	56	DUTSINM	637	53	M/FASHI	765	55	FUNTUA	767	65
2.	KAITA	396	32	MAI'ADU	836	55	MUSAWA	557	32	MASHI	585	39	KURFI	521	44	KAFUR	934	61	FASKARI	479	38
3.	JIBIA	579	39	SANDAMU	489	35	MATAZU	529	33	DUTSI	471	34	BATSARI	405	36	KANKARA	622	51	BAKORI	843	63
4.	RIMI	540	35	ZANGO	472	35	KUSADA	325	25	BINDAWA	510	39	SAFANA	540	38				SABUWA	388	36
5.	BATAGRAWA	449	32	BAURE	653	55				INGAWA	485	35	DANMUSA	511	37				DANDUME	305	29
6.	CHARANCHI	477	32																DANJA	393	33
	<b>TOTAL</b>	<b>3670</b>	<b>246</b>		<b>3151</b>	<b>234</b>		<b>1963</b>	<b>122</b>		<b>2747</b>	<b>203</b>		<b>2614</b>	<b>208</b>		<b>2321</b>	<b>167</b>		<b>3175</b>	<b>264</b>
Total number of teachers of Katsina Education Zones												<b>3670+3151+1963+2747+2614+2321+3175 = <u>19,641</u></b>									
Total number of education administrators (Inspectors & Education Secretaries)												<b>246+234+122+203+208+167+264 = <u>1,444</u></b>									
<b>GRAND TOTAL</b>												<b>19,641 + 1,444 = 21, 085</b>									

**Source: Department of Planning, Research and Statistics Katsina State Universal Basic Education (SUBEB, 2013).**

### **3.4 Sample and Sampling Technique**

Stratified random sampling was adopted for the selection of the sample for the study. The procedure is to use zoning system in which the Local Government was zoned based on the seven Education Zones of Katsina state. i.e Katsina, Daura, Kankia, Mani, Dutsin-Ma, Malumfashi and Funtua. However, this technique was used for the selection of the respondents. To secure adequate representation of the respondents, the cluster sampling procedure was derived from the strata.

Also, purposive method was used to determine the sample size in respect of teachers and education administrators. This technique is more feasible to select a group than to select individual from a population. It is assumed to be enough to represent the entire research population as recommended by Krijcie and Morgan (1970) that 10% of the larger population of the study is acceptable and adequate to represent the entire population. In line with the above instruction, the research served six Local Governments from three Katsina State Education Zones as a sample of the study; these are Daura, Katsina and Funtua education Zones. The total number of respondents derived from the sample was four hundred and seventy five (475) teachers and Education administrators. The details are in table 3.3:

**Table 3.3: Samples of Teachers and Education Administrators**

S/N	Zones	LGA	Population and Sample			
			Teachers		Education Administrators	
			Population	Sample	Population	Sample
1	Daura	Daura	701	70	54	15
		Sandamu	489	50	35	10
2	Katsina	Katsina	1229	100	76	20
		Rimi	540	50	35	10
3	Funtua	Funtua	767	80	65	20
		Sabuwa	388	40	36	10
Total			4,114	390	301	85

### 3.5 Instrumentation

The selected instrument used for data collection for the study was the questionnaire. A Likert five (5) point scale options was used in the collation of the options which include Agreed, Strongly Agreed, Undecided, Disagreed and Strongly Disagreed to gather the data and responses. The questionnaire was made up of the following sections: appendix (A) request letter; section (A) personal data of the respondents and section (B) to (F) opinion statements for testing the hypotheses.

### **3.6 Validity of the Instrument**

The content validity was determined by given to experts in Educational Administration and Planning and experts in English language to check its validity. The items were structured in line with the hypotheses and whether they elicit the required information. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

### **3.7 Pilot Study**

A pilot study was conducted to conform whether the instrument will be able to measure what is meant to measure. This served as a security to the final result of the study. A pilot test was conducted in Funtua Zone. 35 copies of the questionnaire were distributed. The questionnaire consisted of section such as request letter; bio-data; guideline on how to fill the questionnaire and statement section which was designed to test the opinion of the respondents based on the hypotheses of the research. The data collected were subjected to statistical analysis through the use of reliability coefficient.

### **3.8 Reliability of the Instrument**

The reliability of instrument was determined by proving the ability of the instruments in providing consistent result when several tests have been made. Reliability of the instruments was obtained at reliability coefficient 0.77. i.e. the instrument was considered reliable and able to consistently measure what is meant to measure. Mukherjee (1977) asserted that; the average of correlation coefficient must be as high as

0.80 or there about. Also, Ajayi, (1991) stressed that “the instruments are reliable if they were consistently measured what they are expected to measure”.

### **3.9 Methods of Data Collection**

The method adopted for the collection of data for the study was through official consultations with Katsina State Universal Basic Education Board (KSUBEB) and State Ministry of Education. The Board actually helped in providing the number of the teachers and educational administrators available from each sampled area within the selected education zone of the state. This enabled the researcher to have the accurate number of population for the study. Furthermore, structured questionnaires were distributed for the data collection from teachers, educational administrators and other important personnel in Katsina state through the use of research assistant method.

### **3.10 Methods of Data Analysis**

The data collected from the respondents was organized and tabulated in chapter four, using frequency and percentage. Interpretation of data analyzed was systematically subjected by discussion. The raw scores from the frequency were converted into percentages through the descriptive statistical techniques.

Finally, formulated hypotheses of the research were tested using non-parametric statistics of t-test to analyze the data at 0.05 significant level. Siegle (2009) asserted that “when the difference between two population averages is being investigated; t-test is appropriately used”.

## **CHAPTER FOUR**

### **PRESENTATION OF DATA ANALYSIS**

#### **4.1 Introduction**

This chapter presents the analysis and discussion of data collected for the study. The data presented in the chapter are the outcome of the respondents' responses to the questionnaire items. The presentation is of two sections: section (A) consisted bio- data of respondent which involved: status, gender, marital status, Age, qualification and years of experience. While, Section (B) consisted data presentation and analysis which include 1-50 item statements as well as the opinions of respondents based on the formulated hypotheses.

A total of 390 copies of the questionnaire were distributed to teachers, but only 348 were returned. Also, 85 copies of the questionnaire were distributed to the educational administrators, while; only 62 were retrieved. Hence, a total of 475 copies of the questionnaire were distributed but only 410 were returned.

The analysis was therefore based on the data gathered from the above mentioned number of returned questionnaires. The data was also presented in tabular form. Each table contains serial number, item Statement, category of respondents, respondents' opinion presented in frequencies and percentages. Moreover, the chapter contains interpretation of hypotheses testing in tabular forms with explanations of acceptance or rejection based on t-test analysis. Fifty item Statements were used in the assessment of the respondents' opinions (Appendix A). Five tables were presented, and item analysis was done in the presentation of findings.

## 4.2 Bio-Data

This section gives information on Bio-Data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, age, qualifications and years of experience. Table 4.4 is on status of respondents:

**Table 4.4: Status of Respondents**

Category	Frequency	Percentage
Teachers	348	85
Educational Administration	62	15
<b>Total</b>	<b>410</b>	<b>100.0</b>

Table 4.4 showed status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 4.5 is on gender status.

**Table 4.5: Gender of Respondents**

Category	Sex	Frequency	Percentage
Teachers	Male	196	48
	Female	62	15
Educational Administrators	Male	152	37
	Female	-	-
<b>Total</b>		<b>100.0</b>	<b>100.0</b>

Table 4.5 showed gender of the respondents by category. The table also shows that the teachers have the highest frequency and percentage. Table 4.6 is on marital status.

**Table 4.6: Age of Respondents**

Category	Age									
	20-30		31-40		41-50		51- above		Total	
	F	%	F	%	F	%	F	%	F	%
Teachers	10	2	150	37	134	33	54	13	348	85
Educational Administrators	-	-	20	5	26	6	16	4	62	15
<b>Total</b>									<b>410</b>	<b>100.0</b>

Table 4.6 showed that age of teachers between 31 to 40 have the higher percentage. While, age between 41-50 for educational administrators have the higher percentage. Table 4.7 is on qualifications of the respondents.

**Table 4.7: Qualifications of Respondents**

Category	Qualifications										Total	
	Diploma		NCE		B.ED		M.ED		PhD			
	F	%	F	%	F	%	F	%	F	%		
Teachers	2	1	207	51	123	30	14	3	2	1	348	85
Educational Administrators	-	-	27	7	18	4	7	2	7	2	62	15
<b>Total</b>											<b>410</b>	<b>100.0</b>

Table 4.7 showed the qualification of both categories. It was discovered that NCE in both categories have higher percentage. Table 4.8 showed the years of work experience of the respondents.

**Table 4.8: Years Work of experience of Respondents**

Category	Years of Experience									
	1-10		11-20		21-30		31-35		Total	
	F	%	F	%	F	%	F	%	F	%
Teachers	43	11	21	5	86	21	198	48	348	85
Educational Administrators	-	-	16	4	23	6	23	6	62	15
Total									410	100.0

Table 4.8 showed the years of work experience of both categories. It was discovered that teachers have the highest percentage at the years of work experience between 31-35. Hence, below are the data presentations, analysis and discussions.

#### **4.3 Analysis of the Opinions of Respondents on Perceptions of Members of Nigeria Union Teachers (NUT) on the Implementation of Conditions of Service for Teachers in Katsina State**

This section (B-F) presents the analysis and discussion of data related to the raised objectives of the study; these are: Perceptions of Members of NUT on staff development in Katsina state; Perceptions of Members of NUT on teachers' welfare services; Perceptions of Members of NUT on payment of teachers salaries and other allowances; Perceptions of Members of NUT on staff promotion and Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina state. The analysis was presented by use frequency tables and simple percentages. The respondents' responses ranged from tables 4.8 to 4.13 respectively.

##### **4.3.1 Perceptions of Members of NUT on Staff Development in Katsina State**

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether NUT organizes seminars and workshops for teachers in Katsina State. Item 2 attempts to find out whether NUT perceptions encourages release for in-service, hence, item 3 investigates perceptions of members of NUT Study Circle Programme on staff development; Item 4 tries to investigate whether NUT staff development programmes influenced national and international conferences for teachers in Katsina state. Further more; Item 5 investigates whether perceptions of members of NUT mobilizes teachers to attend educational training. Item 6 asked whether private organizations are mobilized by NUT to organize educational conferences for teachers, Item 7 attempts to find out whether NUT ICT training improves teachers' skills in Katsina state.

However, item 8 investigates whether international agencies are invited by NUT to improve teachers' skills. Item 9 attempts to find out perceptions of members of NUT on publishing and distribution of educational journals and news papers on improving teachers competences; item 10 investigates whether teachers on training are given subsidy allowance by NUT in Katsina State Wing. Details of the responses of both teachers and educational administrators were explained in table 4.9.

**Table 4.9: Opinions of Respondents on the Perceptions of Members of NUT on Staff Development in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES									
			Agree		Undecided		Disagree		Total			
			F	%	F	%	F	%	F	%		
1	Nigeria Union of Teachers (NUT) frequently organizes seminars and workshops for teachers in Katsina State.	Teachers	234	67	24	7	90	26	348	100		
		Educational Administrators	35	56	1	2	26	42	62	100		
2	Through NUT staff development programmes teachers are released for in-service training in Katsina State.	Teachers	232	67	67	19	49	14	348	100		
		Educational Administrators	28	45	15	24	19	31	62	100		
3	NUT Study Circle Training Programme develops teachers’ skills and competences in Katsina State.	Teachers	222	64	88	25	38	8	348	100		
		Educational Administrators	32	52	20	32	10	16	62	100		
4	National and international educational conferences are organized for teachers through NUT staff development programmes in Katsina State.	Teachers	164	47	84	24	100	29	348	100		
		Educational Administrators	21	34	24	39	17	27	62	100		
5	Staff development programmes of NUT mobilize teachers to attend educational training in Katsina State.	Teachers	258	74	31	9	59	17	348	100		
		Educational Administrators	45	73	8	13	9	14	62	100		
6	NUT staff training activities mobilize private organizations to organize educational conferences for teachers in Katsina State.	Teachers	219	63	70	20	59	17	348	100		
		Educational Administrators	33	53	15	24	14	23	62	100		
7	NUT staff development programme of ICT training improves teachers’ skills in Katsina State.	Teachers	239	69	45	13	64	18	348	100		
		Educational Administrators	38	61	12	19	12	19	62	100		
8	Through NUT staff development programmes, International Agencies are invited to improve teachers’ competencies in Katsina State.	Teachers	215	62	80	23	53	15	348	100		
		Educational Administrators	32	52	14	22	16	27	62	100		
9	NUT staff development programmes of publishing and distribution of educational journals and news papers improve teachers’ competences in Katsina State.	Teachers	205	59	48	14	95	27	348	100		
		Educational Administrators	26	42	7	11	29	47	62	100		
10	Teachers on training enjoy subsidy allowances through NUT staff development programmes in Katsina State.	Teachers	151	43	59	17	98	28	348	100		
		Educational Administrators	33	53	2	3	27	44	62	100		

Table 4.9, showed consensus in the opinions of teachers and educational administrators in response to item 1. The item asked the opinions of the respondents on whether NUT frequently organizes seminars and workshops for teachers in Katsina State. 67% of teachers and 56% of educational administrators agreed with the statement, This means that the effort of NUT is recommendable, thus need improvement in developmental activities for teachers through seminars and workshops in Katsina state. Item 2 attempts to find out whether NUT encourages the government on teachers' training and in-service, whereby a total of 56% of teachers agreed with the statement while, 55% of educational administrators disagreed the statement. This opinion as presented by the respondents is an evident that NUT still needed to fight for teachers' condition of service in Katsina State. Item 3 investigates Perceptions of Members of NUT study circle programme on staff development in Katsina State; it was 64% of teachers and 52% of educational administrators that agreed with the statement. These indicated that NUT should advance their developmental programmes to ensure teachers' competences in Katsina State.

Item 4 solicited the opinion of respondents on whether NUT has Perceptions of Members on teachers' attendance to national and international seminars and conferences in Katsina State. 53% of teachers and 66% of educational administrators disagreed the statement. NUT should consider these as encouragement to them. The stance taken by most respondents on item 5 and 6 shows that Perceptions of Members of NUT on staff development programmes mobilized private organizations to organize educational conferences for teachers to improve teachers' skills in Katsina State. It was discovered that 74% as well as 63% of teachers and 73% of educational administrators are congruent

in the statement. This indicates that NUT should up ward their effort on developing skills and competency of teachers in Katsina state.

Item 7 however tries to investigate whether NUT programme of ICT training improves teachers' skills in Katsina state; which was agreed by 69% of teachers and 61% of educational administrators. This means that NUT should give more emphasis on ICT training for teaches so as to cope technological challenges in Katsina state. According item 8, 62% of teachers and 52% of educational administrators agreed that international agencies are invited by NUT to improve teachers' skills in Katsina State. This is an encouragement to the union to increase their effort by regular inviting of various national and international agencies to organize training for the development of teachers in Katsina State.

Item 9 also attempts to find out the Perceptions of Members of NUT staff development programmes of publishing and distribution of educational journals and news papers on improving teachers' competences. It was agreed by 59% of teachers while 58% of educational administrators were argued the idea. By considering the percentage it became necessary for NUT to make resources available for publishing and disseminations of information among their members. Then item 10 investigates whether teachers on training are given subsidy allowance by NUT in Katsina State Wing. In respect of this statement, 57% of teachers disagreed the idea; while, 53% of educational administrators were in support of the statement. This is also a challenge against NUT to provide financial support for teachers on training in Katsina State.

The above stated responses indicated that both teachers and educational administrators were of the view that Nigeria Union of Teachers struggle for teachers'

development; hence, considering the academic performance of teachers in state, additional effort of NUT is still needed to encourage conduction of training and re-training of teachers through seminars, conferences and workshops since they boost their morale and professional growth; this is to ensure educational development and better condition of service of teachers in the state; and allover the country at large.

#### **4.3.2 Perceptions of Members of NUT on Staff Welfare Services in Katsina State**

This section covers item 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 endeavoures to find out whether teachers are given low interest loan of cars and motorcycles for teachers due to Perceptions of Members of NUT in Katsina State. Item 12 asks whether NUT gives teachers financial support to settle hospital bills for their families. Also, item 13 tried to investigate whether NUT welfare services encourages government to give teachers free interest house loans, while, Item 14 attempts to find out whether NUT provide teachers with refreshment allowances during school executive meetings in Katsina state.

Further more; Item 15 investigates whether teachers are conveyed to their various working places within the urban cities due to NUT welfare services. Item 16 asked whether NUT welfare services encouraged government to provide official cars to the school principals and inspectors, Item 17 attempts to find out whether NUT welfare services encourage government to provide Sallah/Christmas bonus for teachers in Katsina state.

In addition, item 18 investigates whether teachers enjoys free use of NUT official vehicles for special occasion, Item 19 further attempts to find out the perceptions of

members of NUT on the provision of recreational facilities for teachers and students as part of their welfare services programmes. And item 20 investigates whether teachers in rural areas are provided with feeding allowance by NUT in Katsina State Wing. Details of the responses of both teachers and educational administrators were explained in table 4.10:

**Table 4.10: Opinions of Respondents on the Perceptions of Members of NUT on Staff Welfare Services in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
11	NUT staff welfare services encourage government to provide low interest loan of cars and motorcycles to the teachers in Katsina State.	Teachers	290	83	12	3	46	13	348	100
		Educational Administrators	50	81	2	3	10	17	62	100
12	Teachers are given financial assistance to settle hospital bills for their families through NUT welfare services in Katsina State.	Teachers	196	56	84	24	68	20	348	100
		Educational Administrators	26	42	10	16	26	42	62	100
13	NUT welfare services encourage state government to give teachers' free-interest house loans in Katsina State.	Teachers	178	51	50	14	120	34	348	100
		Educational Administrators	23	37	5	8	34	55	62	100
14	Teachers are provided with refreshment allowances during the school executive meetings through NUT staff welfare services in Katsina State.	Teachers	185	53	63	18	100	29	348	100
		Educational Administrators	32	51	11	18	19	31	62	100
15	Through NUT staff welfare services, teachers are conveyed to their various working places within the urban cities in Katsina State.	Teachers	179	51	78	22	91	26	348	100
		Educational Administrators	25	40	16	26	21	34	62	100
16	NUT staff welfare services Perceptions of Members government to provide official cars to the school principals and inspectors in Katsina State.	Teachers	210	60	43	12	95	27	348	100
		Educational Administrators	47	76	1	2	14	23	62	100
17	NUT staff welfare services Perceptions of Members government to provide Sallah/Charismas bonus (salary bonus) for teachers in Katsina State.	Teachers	214	61	78	22	56	16	348	100
		Educational Administrators	37	60	12	19	13	21	62	100
18	Teachers enjoy free use of NUT official vehicles for special occasion through NUT staff welfare services in Katsina State.	Teachers	180	52	71	20	97	28	348	100
		Educational Administrators	23	37	20	32	19	31	62	100
19	Teachers and students are provided with recreational facilities through NUT staff welfare services in Katsina State	Teachers	184	53	62	18	102	29	348	100
		Educational Administrators	23	37	16	29	23	37	62	100
20	Transport and feeding allowances are given to the teachers in rural areas through NUT staff welfare services in Katsina State.	Teachers	187	54	36	10	125	36	348	100
		Educational Administrators	28	45	4	7	30	48	62	100

From table 4.10, there was a high degree of agreement among teachers and educational administrators in response to item 11. The item solicited the opinions of the respondents on whether NUT encourages government to provide teachers with low interest loan of cars and motorcycles in Katsina State. The total of 83% of teachers and 81% of educational administrators agreed with the statement. This meant that NUT shall continue with such encouragement for teachers welfare services in Katsina state. Item 12 attempts to find out whether NUT gives teachers financial assistance to settle hospital bills for their families, in this regard; a total of 56% of teachers agreed with the statement; while, 58% of educational administrators responded not receiving any financial assistance for medical care of families. This controversial opinion is a challenge against NUT to make adequate provision of welfare services for teachers through financial support in Katsina State.

While, the response on item 13 sought the opinion of respondents on whether teachers are provided with free interest house loans due to Perceptions of Members of NUT in Katsina State; there was no any agreement on this item, because 51% of teachers agreed with the statement and 73% of educational administrators argued the statement respectively. Item 14 also, solicited the opinion of respondents on whether NUT provides teachers with refreshment allowances during the executive meetings in Katsina State; 53% of teachers and 51% of educational administrators proved the statement. However, the stance taken by most respondents on item 15 which asked whether teachers are conveyed to their various working places in rural areas as part of NUT welfare services in Katsina State. 51% of teachers agreed with the statement; and 60% of educational administrators were not supported the statement. This indicates that there is still an

existing problem on NUT welfare services; therefore, they should make additional effort to improve teachers' welfare services in Katsina state.

Moreover, Item 16 tried to investigate whether NUT welfare services Perceptions of Members the government to provide official cars to the school principals and inspectors in Katsina state; this statement was agreed by 60% of teachers and 76% of educational administrators. This is an encouragement to NUT to advance their effort on teachers' welfare services in Katsina state.

In the responses of item 17, 61% of teachers and 60% of educational administrators agreed that teachers are provided with Sallah/Christmas bonus due to NUT activities in Katsina State. This is an encouragement to NUT to increase their effort by providing welfare services for teachers in Katsina State. Item 18 also attempts to find out if the teachers enjoy free use of NUT official vehicles for special occasion. It was agreed by 52% of teachers and opposed by 63% of educational administrators. In addition, item 19 investigates whether recreational facilities are provided by NUT in Katsina State Wing. In respect of this statement, 53% of teachers supported the idea; and 63% of educational administrators were not supported the idea. This is also a challenge against NUT to reform their educational support and their struggles for teachers' condition of services in Katsina State. In their responses to item 20 which investigate whether feeding allowance are given to the teachers in rural areas through NUT welfare services in Katsina State; 54% of teachers agreed with the statement; while, 55% of educational administrators did not agreed the statement. This is an evident that NUT failed to provide adequate welfare services for teachers in rural areas; therefore, there is the need for NUT to remedy their lapses on teachers' welfare services in Katsina state.

#### **4.3.3 Perceptions of Members of NUT on Payment of Teachers' Salaries and other Allowances in Katsina State**

This section covers item 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if teachers enjoy regular payment of salaries and other allowances due to Perceptions of Members of NUT in Katsina State. Item 22 attempts to find out whether NUT perceptions necessitate payment of teachers' salary before any other workers in the state; also, item 23 tried to investigate whether omission, cutting and deduction of teachers' salaries and other allowances can be resolved through perceptions of members of NUT, whereas, Item 24 attempts to find out whether Teachers' Salary Scale (TSS) was implemented as a result of NUT Perceptions of Members in Katsina state.

Further more; Item 25 investigates whether NUT provides resources to reduce financial difficulties to teachers; hence, in item 26 opinion of respondents was asked on whether workshop and seminar allowances are paid to teachers due to NUT Perceptions of Members in the state, Item 27 tries to confirm whether perceptions of members of NUT motivates payment of teachers' fringe benefits in Katsina state. Item 28 further investigates whether teachers annual salary increment are being paid due to NUT perceptions of members in the state, Item 29 also attempts to find out the perceptions of members of NUT on payment of teachers' salary in-advance during festivities. And item 30 investigated whether NUT still fights for regular upward review of teachers' salary in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.11.

**Table 4.11: Opinions of Respondents on the Perceptions of Members of NUT on Payment of Teachers Salaries and other allowances in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
21	Teachers enjoy regular payment of salaries and others allowances due to NUT fighting for teachers' economic well being in Katsina State.	Teachers	284	82	34	10	30	9	348	100
		Educational Administrators	50	80	6	10	6	10	62	100
22	Due to NUT Perceptions of Members on conditions of service, teachers are paid salaries before any other civil servants in Katsina State.	Teachers	194	56	70	20	84	24	348	100
		Educational Administrators	29	47	16	26	17	27	62	100
23	Omission, cutting and deduction of teachers' salaries and allowances can be resolved through Perceptions of Members of NUT in Katsina State.	Teachers	252	72	54	16	42	12	348	100
		Educational Administrators	48	77	8	13	6	10	62	100
24	NUT Perceptions of Members on implementation of Teachers Salary Scale (TSS) improves teachers' conditions of service in Katsina State.	Teachers	293	84	24	7	31	9	348	100
		Educational Administrators	54	87	1	2	7	11	62	100
25	NUT provides resources to reduce financial difficulties of teachers in Katsina State.	Teachers	190	55	72	21	86	25	348	100
		Educational Administrators	31	50	15	24	16	26	62	100
26	Teachers are paid workshops and seminar allowances due to Perceptions of Members of NUT in Katsina State.	Teachers	259	74	52	15	37	11	348	100
		Educational Administrators	47	76	9	15	6	10	62	100
27	Perceptions of Members NUT necessitates regular payment of teachers' fringe benefits and other allowances in Katsina State.	Teachers	211	61	48	14	89	26	348	100
		Educational Administrators	37	60	6	10	19	31	62	100
28	Perceptions of Members of NUT encourages the implementation of teachers' annual salary increment in Katsina State.	Teachers	257	74	49	14	42	12	348	100
		Educational Administrators	48	77	7	11	7	11	62	100
29	NUT Perceptions of Members government to pay teachers salary in-advance during festivities in Katsina State.	Teachers	263	76	50	14	35	10	348	100
		Educational Administrators	56	90	4	7	2	3	62	100
30	NUT still fights for regular upward review of teacher's salary in Katsina State.	Teachers	248	71	69	20	31	9	348	100
		Educational Administrators	41	66	17	27	4	7	62	100

From table 4.11, there seems to be a consensus among teachers and educational administrators in response to item 21. The item sought the opinions of the respondents on whether teachers enjoy regular payment of salaries and other allowances due to NUT fighting for teachers' economic wellbeing in Katsina State. 82% of teachers and 80% of educational administrators agreed with the statement, Item 22 asked if teachers' salaries and allowances are paid before any other workers due to NUT perceptions in the state; a total of 56% of teachers agreed with the statement; and opposed by 53% of educational administrators. This indicated that teachers are faced with problem of late payment of salaries which needs for serious attention by NUT to overcome the problem for the improvement of teachers' condition of service in Katsina State.

Furthermore, Item 23 sought the opinion of respondents on whether perceptions of members of NUT eliminates all problems of omission, cutting and deduction of teachers' salaries and other allowances in Katsina State; in view of this, 72% of teachers and 77% of educational administrators were agreed, Nevertheless, Item 24 solicits the opinion of respondents on whether TSS was implemented due to perceptions of members of NUT in Katsina State; it was 84% of teachers and 87% of educational administrators that believed in the statement. The stance taken by most respondents on item 25 which asked whether NUT provided resources to reduce financial difficulties for teachers in Katsina State. The statement was agreed by 55% of teachers and 50% of educational administrators. This indicates that there is still a challenge to NUT in respect of payment of teachers' salaries and other allowances in Katsina state.

The responses on item 26 showed that 74% of teachers and 76% of educational administrators believed that teachers are paid workshop and seminar allowances due to

perceptions of members of NUT in Katsina state. In item 27, a total of 61% of teachers and 60% of educational administrators accepted that teachers enjoy prompt payment of fringe benefits due to NUT perceptions of members in Katsina State. This means that NUT was encouraged by teachers to make additional effort on payment of teachers' allowances in the State. Item 28 sought the opinion of respondents on whether teachers' annual increments are implemented through NUT perceptions on teachers' conditions of service. It was agreed by 74% of teachers and 77% of educational administrators. In this regard, it can be concluded that NUT fights for better conditions of service of its members in Katsina State.

In item 29, it was agreed by 76% of teachers and 90% of educational administrators that perceptions of members of NUT encourages government to pay teachers salary in-advance during festivities. This is an encouragement for NUT to make additional scarifies to ensure better condition of services of teachers in Katsina State. In their responses to item 30 which further investigates whether NUT fights for regular upward review of teachers' salaries in Katsina State; 71% of teachers and 66% of educational administrators agreed with the statement. This encouraged NUT to provide adequate welfare services for teachers in Katsina state.

#### **4.3.4 Perceptions of Members of NUT on Staff Promotion in Katsina State**

This section covers item 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether NUT struggles for regular promotion of teachers in Katsina State. Item 32 asked whether perceptions of members of NUT necessitate payment of teachers' arrears in the state. However, item 33 tries to investigate whether NUT monitors all

activities of staff promotion committee to ensure justice services, Item 34 attempts to discover if some teachers are promoted on merit as a result of NUT perceptions in Katsina state.

Item 35 further investigates if NUT was able to eliminate all forms of bias and injustice on the promotion of teachers; likewise, item 36 asked the opinion of respondents on whether promotion letters reach teachers in time due to perceptions of NUT in state. On item 37 respondents were asked whether NUT enhances staff promotion on qualifications and performance in Katsina state. Nevertheless, Item 38 further investigated whether collation, processing and implementation of teachers' promotion are up to date due to perceptions of members of NUT in the state, Item 39 asked the respondents if teachers are ready for training since NUT fights for staff promotion in the state. Lastly, item 40 investigated whether teachers are motivated to work hard due to perceptions of members of NUT on teachers' promotion in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.12:

**Table 4.12: Opinions of Respondents on the Perceptions of Members of NUT on Staff Promotion in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
31	NUT struggles for regular promotion of teachers in Katsina State.	Teachers	301	86	16	5	31	9	348	100
		Educational Administrators	56	90	1	2	5	8	62	100
32	Perceptions of Members of NUT necessitate payment of teachers' arrears whenever they are promoted in Katsina State.	Teachers	222	64	19	6	107	31	348	100
		Educational Administrators	40	65	8	13	14	23	62	100
33	NUT monitors all the activities of Staff Promotion Committee (SPC) to ensure justice in Katsina State.	Teachers	248	71	51	15	49	14	348	100
		Educational Administrators	46	74	7	11	9	15	62	100
34	Some teachers are promoted on merit or special performance due to Perceptions of Members of NUT in Katsina State.	Teachers	205	59	66	19	77	22	348	100
		Educational Administrators	34	55	13	21	15	24	62	100
35	NUT is able to eliminate all forms of bias and injustice on the promotion of teachers in Katsina State.	Teachers	209	60	58	17	81	23	348	100
		Educational Administrators	40	65	7	11	15	24	62	100
36	Promotion letters reach teachers in time due to Perceptions of Members of NUT in Katsina State.	Teachers	174	50	85	24	89	26	348	100
		Educational Administrators	25	40	16	26	21	34	62	100
37	Apart from annual promotion system, NUT enhances staff promotion on qualifications and teachers' performance in Katsina State.	Teachers	172	49	71	20	105	30	348	100
		Educational Administrators	20	32	14	23	28	45	62	100
38	Collation, processing and implementation of teachers' promotion are up to date due to Perceptions of Members of NUT in Katsina State.	Teachers	178	51	61	16	109	31	348	100
		Educational Administrators	22	35	17	27	23	37	62	100
39	Teachers are always ready to improve their qualifications due to NUT fights for staff promotion and proper placement in Katsina State.	Teachers	213	61	72	21	63	18	348	100
		Educational Administrators	37	60	14	23	11	18	62	100
40	NUT staff promotion services encourage teachers' performance and hard work in Katsina State.	Teachers	229	66	57	16	62	18	348	100
		Educational Administrators	47	76	7	11	8	13	62	100

From table 4.12, there seems to be a congruent in the opinion of teachers and educational administrators in response to item 31. The item sought the opinions of the respondents on whether NUT struggles for regular promotion of teachers in Katsina State. 86% for teachers and 90% for educational administrators agreed with the statement, Item 32 asked if teachers enjoy payment of arrears when they were promoted due to perceptions of members of NUT in the state; where by a total of 64% for teachers and 65% for educational administrators agreed with the statement. In respect of Item 33 which sought the opinion of respondents on whether NUT monitors all the activities of Staff Promotion Committee in Katsina State; in view of this, 71% of teachers and 74% of educational administrators were agreed. This became an encouragement for NUT to dedicate actively in the fighting for teachers' condition of service in Katsina state.

Nevertheless, Item 34 solicits the opinion of respondents on whether some teachers are promoted on merit or special performance due to perceptions of members of NUT in Katsina State; a total of 59% of teachers and 55% of educational administrators that supported the statement, The stance taken by most respondents on item 35 which asked whether NUT was able to eliminate all forms of bias and injustice on teachers' promotion in Katsina State. The statement was agreed by 60% of teachers and 65% of educational administrators. This indicated that there is still an existing problem that affects teacher promotions which needs for serious attention of NUT in solving the problems.

The statement of item 36 asked whether promotion letters reach teachers in time due to perceptions of members of NUT in Katsina state; it was discovered that 50% of teachers agreed with the idea; while 60% of educational administrators disagreed. This

means that many respondents were not fully satisfied with effort of NUT on teachers' promotion in Katsina state. In item 37, a total of 51% of teachers and 68% of educational administrators did not agreed that apart from annual promotion; teachers are promoted on qualification due to perceptions of members of NUT in Katsina State. This is another challenge to NUT to find out that existing constrains which affects teachers' promotion and cope with it accordingly. Item 38 sought the opinion of respondents on whether NUT charged with responsibility of collation, processing and implantation of teachers' promotions in Katsina state. it was agreed by 51% of teachers and opposed by 65% of educational administrators. In item 39, a total of 61% of teachers and 60% of educational administrators agreed that teachers are always ready to advance their qualification due to perceptions of members of NUT in Katsina State.

In their responses to item 40 which further investigates whether NUT fights for regular promotion encourage teachers to work hard in Katsina State; hence 66% of teachers and 76% of educational administrators agreed with the statement. This indeed showed that teachers' unions are faced with other challenges by the members; therefore, serious attention should be given by NUT on teachers conditions of service in Katsina state.

#### **4.3.5 Perceptions of Members of NUT on Payment of Teachers Retirement Benefits in Katsina State**

This section contained item 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether NUT struggles for regular payment of teachers' retirement benefits in Katsina State. Item 42 asked if NUT monitors Private Pension Scheme Agencies to ensure justice on payment of teachers' retirement benefits in the state. Item 43 tried to investigate whether teachers' retirement age is upward due to Perceptions of Members of NUT, whereas, Item 44 attempts to find out if NUT was able to eliminate all forms of injustice on payment of teachers' retirement benefits in Katsina state.

Item 45 further investigates whether NUT processes and forwards retirement benefits to the family of dead teachers; in item 46, opinions of respondents were asked on whether state pension commission was monitored by NUT to ensure justice on teachers' retirement activities in state, Item 47 tries to confirm whether NUT encourages regular payment of teachers' gratuities in Katsina state. Nevertheless, item 48 investigates whether NUT organizes public enlightenment on condition of staff retirement in the state. Item 49 further asked if NUT gives financial support to retired teachers before receiving their benefits. Finally, item 50 intended to ask if through NUT financial support; retirees established small and median scale business in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.13.

**Table 4.13: Opinions of Respondents on the Perceptions of Members of NUT on Payment of Teachers' Retirement Benefits in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	NUT struggles for regular payment of teachers' retirement benefits in Katsina State.	Teachers	289	83	32	9	27	8	348	100
		Educational Administrators	52	84	1	2	9	15	62	100
42	NUT monitors the new Pension Scheme Agencies to ensure justice on payment of teachers' retirement benefits in Katsina State.	Teachers	216	62	61	18	71	20	348	100
		Educational Administrators	39	63	8	13	15	24	62	100
43	Through NUT perceptions on condition of service, a teacher retirement age is upward in Katsina State.	Teachers	202	58	32	9	114	33	348	100
		Educational Administrators	35	56	13	21	14	23	62	100
44	NUT is able to eliminate forms of bias and injustice on payment of teachers' retirement benefits in Katsina State.	Teachers	251	72	51	15	46	13	348	100
		Educational Administrators	39	63	16	26	7	11	62	100
45	NUT processes and forwards retirement benefits to the family of dead teachers in Katsina State.	Teachers	226	65	59	17	63	18	348	100
		Educational Administrators	48	77	1	2	13	21	62	100
46	NUT monitors State Pension Commission to ensure justice on payment of teachers' retirement benefits Katsina State.	Teachers	228	66	77	22	43	12	348	100
		Educational Administrators	30	48	13	21	19	31	62	100
47	NUT encourages regular payment of teachers' gratuities in Katsina State.	Teachers	251	72	37	11	60	17	348	100
		Educational Administrators	43	69	4	7	15	24	62	100
48	NUT organizes public enlightenment on conditions of teachers' retirement in Katsina State	Teachers	210	60	38	11	100	29	348	100
		Educational Administrators	29	48	9	15	24	39	62	100
49	NUT gives financial support to retired teachers before receiving their retirement benefits in Katsina State.	Teachers	171	49	40	12	137	39	348	100
		Educational Administrators	30	48	3	5	29	48	62	100
50	Through NUT financial support, retired teachers establish small and median scale businesses in Katsina State.	Teachers	182	52	19	6	147	42	348	100
		Educational Administrators	29	47	7	11	27	44	62	100

From table 4.13, there seems to be consensus among teachers and educational administrators in response to item 41. The item sought the opinions of the respondents on whether NUT struggles for regular payment of teachers' retirement benefits in Katsina State. 83% of teachers and 84% of educational administrators agreed with the statement. This indicated that effort of NUT was recommended by teachers on payment of teachers' retirement benefits in Katsina state. Item 42 asked if NUT monitors the new Pension Scheme Agencies to ensure justice on payment of teachers' retirement benefits in the state; a total of 62% of teachers and 63% of educational administrators agreed with the statement. Furthermore, Item 43 sought the opinion of respondents on whether teachers retirement age was up warded due to Perceptions of Members of NUT in Katsina State; in view of this, 58% of teachers and 56% of educational administrators agreed with the idea. This should be an encouragement to NUT to devote themselves on condition of service of teachers in Katsina state.

Nevertheless, Item 44 solicited the opinion of respondents on whether NUT was able to eliminate all forms of bias and injustice on payment of teachers retirement benefits in Katsina State; the total 72% of teachers and 63% of educational administrators supported the statement, The stance taken by most of the respondents on item 45 which asked whether NUT processes and forwards retirement benefits to the family of a dead teacher in Katsina State. The statement was agreed by 65% of teachers and 77% of educational administrators. This indicates that there is still a challenge to NUT in respect of payment of teachers' retirement benefits in Katsina state.

The responses on item 46 stressed that 66% of teachers agreed that NUT monitors State Pension Commission to ensure justice on payment of teachers' retirement benefits

this view was not shared with 52% of educational administrators. However, in item 47, a total of 72% of teachers and 69% of educational administrators were accepted that NUT encourages regular payment of teachers' gratuities in Katsina State. Item 48 sought the opinion of respondents on whether NUT organizes public enlightenment to retired teachers. It was agreed by 60% of teachers and opposed by 52% of educational administrators. In this regard, it could be discovered that there are some short comings from NUT on the sensitization of teachers on condition retirement in Katsina State.

The responses of item 49 stated that; 51% of teachers and 52% of educational administrators disagreed that NUT gives financial support to retired teachers before receiving their benefits. This challenge shall motivate NUT to make additional scarifies to ensure that relief assistant is given to retired teachers in Katsina State. Finally, item 50 further investigates whether NUT financial support enable retired teachers to establish small and medium scale businesses in Katsina State; 52% of teachers agreed with the idea. While, 53% of educational administrators disagreed with the statement. This means that teachers are partially satisfied with NUT activities on payment of teaches' retirement benefits in Katsina state.

#### **4.4 Hypotheses Testing**

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The non-parametric statistics of t-test was used in the analysis of the data at 0.05 significant level. Five hypotheses were formulated and tested. Thus, hypothesis is retained when the probability value is more than the stated significant level; hence, hypothesis is rejected when the probability value is lower than the level of

significance. These hypotheses are based on the data collected from items related to Perceptions of Members of NUT on staff development in Katsina State; Perceptions of Members of NUT on staff welfare services; Perceptions of Members of NUT on payment of teachers' salaries and other allowances; Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina State.

### **Null Hypothesis I**

There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on staff development in Katsina State. The data collected in respect of items 1-10 in the questionnaire were used to analyze the level of consensus in the opinions concerning perceptions of members of NUT on staff development in Katsina state. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.14.

**Table 4.14: Summary of t-test Analysis on the Opinions of Respondents on Staff Development Programmes for Members of NUT in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Teachers	348	34.6466	5.8751	2.927	408	.004	1.96
Educational Administrators	62	32.2258	6.6663				
<b>Total</b>	<b>410</b>						

From table 4.14, the result of the test revealed that the t-collocated value (2.927) is greater than the t-critical value (1.96) at 408 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(.004) is less than .05. This means that there is a significant difference in the opinions of teachers and

educational administrators on the perceptions of members NUT on staff development in Katsina state. Therefore, the null hypothesis is rejected.

### **Null Hypothesis II**

There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on teachers' welfare services in Katsina state. The data collected in respect of items 11-20 in the questionnaire were used to analyze the level of consensus in the opinions pertaining to perceptions of members of NUT on teachers' welfare services in Katsina state. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.15:

**Table 4.15: Summary of t-test Analysis on the Opinions of Respondents on Welfare Services for Members of NUT in Katsina state**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Teachers	348	33.226	6.6663	2.271	408	.024	1.96
Educational Administrators	62	31.2258	6.2876				
<b>Total</b>	<b>410</b>						

From table 4.15, the result of the test revealed that the t-calculated value (.2.27) is greater than the t-critical value (1.98) at 408 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(.024) is less than 0.05 this means that there is a significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on teachers' welfare services in Katsina State. Therefore, the null hypothesis is rejected.

### Null Hypothesis III

There is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' salaries and other allowances in Katsina State. The data collected in respect of items 21-30 in the questionnaire were used to analyze the level of consensus in the opinions pertaining to perceptions of members of NUT on payment of teachers' salaries and other allowances. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.16.

**Table 4.16: Summary of t-test Analysis on the Opinions of Respondents on Payment of Salaries and other Allowances for Members of NUT in Katsina State**

Variables	Number	Mean	S.D	T	DF	Prob	T. Critical
Teachers	348	36.7270	5.2940	.659	408	.510	1.96
Educational Administrators	62	37.1935	4.1085				
<b>Total</b>	<b>410</b>						

From table 4.16, the result of the test revealed that the T-calculated value (.659) is less than the t-critical value (1.96) at 408 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(.510) is greater than 0.05. This means that there is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' salaries and other allowances in Katsina State. Therefore, the null hypothesis is retained.

#### **Null Hypothesis IV**

There is no significant difference in the opinion of teachers and educational administrators on the perceptions of members of NUT on staff promotions in Katsina State. The data collected in respect of items 31-40 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the perceptions of members of NUT on staff promotion in Katsina state. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.17.

**Table 4.17: Summary of t-test Analysis on the Opinions of Respondents on Staff Promotion for Members of NUT in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. critical</b>
Teachers	348	34.4109	6.7602	.791	408	.430	1.98
Administrator	62	33.6774	6.5581				
<b>Total</b>	<b>410</b>						

From table 4.17, the result of the test revealed that the t-calculated value (.791) is less than the t-critical value (1.96) at 408 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(.430) is less than 0.05 this means that there is significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on staff promotion in Katsina State. Therefore, the null hypothesis is rejected.

#### **Null Hypothesis V**

There is no significant difference in the opinion of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina State. The data collected in respect of items 41-50 in the questionnaire

were used to analyze the level of consensus in the opinions pertaining the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina state. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.18:

**Table 4.18: Summary of t-test Analysis on the Opinions of Respondents on Payment of Retirement Benefits for Members of NUT in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Teachers	348	34.0862	6.1806	1.725	408	.085	1.96
Educational Administrators	62	32.5806	7.324				
<b>Total</b>	<b>410</b>						

From table 4.18, the result of the test revealed that the t-calculated value (1.725) is less than the t-critical value (1.96) at 408 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(.085) is greater than 0.05 this means that there is no significant difference in the opinions of teachers and educational administrators on the perceptions of members of NUT on payment of teachers' retirement benefits in Katsina State. Therefore, the null hypothesis is retained. Table 4.19 presented the summary of hypotheses testing:

**Table 4.19: Summary of Hypotheses Testing**

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Significance	Conclusion
1.	There is no significant difference in the opinion of teachers and educational administrators on the Perceptions of Members of NUT on staff development in Katsina State.	t-test	Prob. value is .004	0.05	The hypothesis was rejected to mean there is significant difference in the opinions of the respondents.
2.	There is no significant difference in the opinion of teachers and educational administrators on the Perceptions of Members of NUT on staff welfare services in Katsina State.	t-test	Prob. value is .024	0.05	The hypothesis was rejected to mean there is significant difference in the opinions of the respondents.
3.	There is no significant difference in the opinion of teachers and educational administrators on the Perceptions of Members of NUT on payment of teachers' salaries and other allowances in Katsina State.	t-test	Prob. value is .510	0.05	The hypothesis was retained to mean there is no significant difference in the opinions of the respondents.
4.	There is no significant difference in the opinion of teachers and educational administrators on the Perceptions of Members of NUT on staff promotion in Katsina State.	t-test	Prob. value is .430	0.05	The hypothesis was rejected to mean there is significant difference in the opinions of the respondents.
5.	There is no significant difference in the opinion of teachers and educational administrators on the Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina State.	t-test	Prob. value is .085	0.05	The hypothesis was retained to mean there is no significant difference in the opinions of the respondents.

From table 4.19, it was discovered that hypotheses 1, 2 and 4 were rejected while hypotheses 3 and 5 were retained. Therefore, the results mean that:

- Null Hypothesis I was rejected to mean that; there was significant difference in the opinion of teachers and educational administrators on Perceptions of Members of NUT on staff development in Katsina State;

- Null Hypothesis II was also rejected to mean that; there was significant difference in the opinion of teachers and educational administrators on Perceptions of Members of NUT on staff welfare services in Katsina State;
- Null Hypothesis III was retained meaning that; there was no significant difference in the opinion of teachers and educational administrators on Perceptions of Members of NUT on payment of teachers' salaries and other allowances in Katsina State;
- Null Hypothesis IV was rejected to mean that; there was significant difference in the opinion of teachers and educational administrators on Perceptions of Members of NUT on staff promotion in Katsina State and
- Null Hypothesis V was retained to mean that; there was no significant difference in the opinion of teachers and educational administrators on Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina State.

#### **4.5 Summary of Major Findings**

The following findings were discovered in the study:

- 1) There were regular conducts of workshops, seminars and other educational conference for teachers due to the efforts of NUT on staff development in Katsina state.
- 2) There was no adequate provision of teachers' welfare services such as low or free interest loan of housings, vehicles etc. due to poor performance of NUT in Katsina State.

- 3) There were regular payment of teachers' salaries and other allowances due to the performance of NUT in Katsina state.
- 4) There was regular promotion of teachers based on the perceptions of members of NUT in Katsina State.
- 5) Due to the weakness of NUT, teachers' retirement benefits were not regularly paid in Katsina state.

#### **4.6 Discussion of the Findings**

Based on the respondents' opinions on the study, there was unanimous agreement in the opinion of respondents that there were regular conducts of seminars and workshops for teachers through NUT staff development programmes in Katsina state. Teachers are released to advance their qualifications at all level of educations. The significant difference of opinion of the respondents showed that even if in-service training was regular, the condition of the exercise still affects the quality of teachers' development in Katsina State. Although, most of the respondents believed that the trained teachers performed better in discharging their duties. Nadlen (1970) in NPE (2004) lamented that; "training and re-training are those activities which were designed to improve the overall competence of the employee in a specific direction and beyond the job he now holds".

Still Nigeria Union of Teachers (NUT) is expected encourage the government to review the issues and policies governing the conditions of teachers' training especially the procedures that are used in releasing teachers on in-service training in Katsina state. The same responses were found that teachers could only be effective when the deserved ones were involved in the training, workshops, conferences and seminars to boost teachers' growth and productivity. Though some of the respondents had the view that in-

service training was the only means through which monies were diverted. But the most important is that NUT should make sure that all teachers in the state benefit from such trainings for the benefit of all the students in Katsina state.

Although, some of the responses revealed that through NUT staff welfare services; teachers are provided with both low and free interest loan of vehicles and some home appliances in Katsina State; Still NUT was challenged by others for its inability to provide a reasonable welfare service for teachers. This clearly meant that most of the respondents were not fully satisfied with NUT welfare services in the state. Baike (2002) lamented that; “the welfare of teachers has been identified as an important factor impacting teacher morale and motivation”. With this, NUT should provide additional means of motivating teachers to work hard and dedicate through their staff welfare services in Katsina state.

In respect of payment of teachers salaries and other allowances in Katsina State, most of the responses recorded showed that there was a regular payment of teachers salaries and other allowances due to Perceptions of Members of NUT. They held the view that even TSS was successfully implemented as a result of tireless struggles of NUT. Kazeem (1999) lamented that; “teachers and other school workers tend to remain contented and reasonably motivated as long as salaries and allowances are paid in time and they are promoted regularly”. Even though, some of the findings showed that some respondents were not fully satisfied with such NUT commitments. These challenges should be an encouragement toward NUT to double their effort on ensuring better conditions of service of teachers through regular payment of teachers’ salaries and other allowances in Katsina State.

There was sharing of opinions among the respondents that NUT has Perceptions of Members on regular promotion of teachers in the Katsina state; and they believed that promotion was a determining factor that helped to retain workers to a particular service. This commensurate the view of Ojo (1998) who examined that; “promotion is a position of greater authority and responsibility more prestige, status and increase in pay” It was evident that regular promotion in Katsina state should be maintained. In view of this, Eton (1984) lamented that “the payment of salaries, allowances and promotion as the key factors that shape teachers’ attitude towards their work”. Hence, NUT had the view that teachers should only be promoted when they were efficient, creative and resourceful in their work.

The respondents also agreed that lack of regular promotion of teaches led to inefficiency and poor commitment to work. , Amadi (1983) lamented that; “irregular payment of salaries and promotions is one of the major problems facing the teaching profession in Nigeria”. Most of the respondents are of the view that promotions based on years of experience and other tight conditions of service by civil service rules should not affect teachers. Likewise teachers should enjoy accelerated promotions but when they fulfilled the requirements. By implication, this means that teachers should enjoy all promotion benefits they due for. They also agreed that only NUT can represent teachers in bridging the communication gap between teachers and government concerning staff promotion in the state; therefore, this is an encouragement to NUT to actively involve in all promotion services to ensure justice and fair in the programmes.

There were no significant differences in the responses of both the respondents that Perceptions of Members of NUT partially encourages regular payment of teachers’

retirement benefits in Katsina state. Denga (1996) is of the view that; retirement of a worker is known to affect income, residence, family structure or relationship between members, health and economic viability of the retirees. Of course, it is deducible; therefore, that retirement implies a transition from active working life at youthful age with adequate financial capability to less rigorous work schedule or lack of any tangible work schedule at old age. In this regard, it was found that most of the respondents believed that retired teachers are suffering for their benefits, this is because, their retirement benefits are been partially processed by NUT. Therefore, retirees are faced by many constraints in the collation and processing of their benefits in the state; this is a challenge to NUT to double their effort on the issue of teachers' retirement benefits in Katsina state.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study focused on the Perceptions of Members of Nigeria Union of Teachers (NUT) on the Implementation of Conditions of Service for Teachers in Katsina State. In view of this, the study consists of background to the study, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literature were reviewed in line with formulated objectives of the study, the literature were sourced from books, journals, magazines internets etc. the review presented the conceptual framework which consisted the meaning of Perceptions of Members, meaning of condition, meaning of service and meaning of conditions of service.

The review further presented the historical background of NUT and their various activities on the Implementation of Conditions of Service for teachers with particular reference to Katsina state; these include; Perceptions of Members of NUT on staff development in Katsina state; Perceptions of Members of NUT on staff welfare services in Katsina state; Perceptions of Members of NUT on payment of teachers salaries and other allowances in Katsina state; Perceptions of Members of NUT on staff promotions in Katsina state and Perceptions of Members of NUT on payment of teachers retirement benefits in Katsina state.

In respect of research methodology, the study presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, pilot study, reliability of the instrument, method of data collection

and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or relationship among the variables of the study. Thus, t-test statistical technique was used in testing the hypotheses of the study; where by three of them were rejected and two were retained. Structured questionnaire was administered on two groups of respondents i.e. the teachers and educational administrators from the sampled three senatorial zones of seven education zones within the state. The collected data were statistically analyzed through which the findings showed that; There were significant differences in the opinions of respondents on Perceptions of Members of NUT on staff development in Katsina state; There were significant differences in the opinions of respondents on Perceptions of Members of NUT on staff welfare services in Katsina state; There were no significant differences in the opinions of respondents on Perceptions of Members of NUT on payment of teachers' salaries and other allowances in Katsina state; There were significant differences in the opinions of respondents on Perceptions of Members of NUT on staff promotions in Katsina state and There were no significant differences in the opinions of respondents on Perceptions of Members of NUT on payment of teachers' retirement benefits in Katsina state.

## **5.2 Conclusions**

The research embarked on the study of Perceptions of Members of Nigeria Union of Teachers (NUT) on the Implementation of Conditions of Service for Teachers in Katsina State. In the process of the research work, five questions were asked to guide the study; each question was broken into ten item statements so as to ease understanding the

questions to the respondents. The respondents unanimously agreed with most of the statements and disagreed with others. In line with the findings the study concluded that:

- 1) Through NUT staff development programmes, there were regular conducts of workshops, seminars and in-services trainings to ensure productivity and development of teachers in the State. Thus there is still bedeviling constraints concerning selection of deserved teachers to attend such training. Therefore, NUT should monitor all promotion committees to ensure that deserved and qualified personnels are being attending such important training.
- 2) Despite, NUT has been made many recommendable efforts on teachers welfare services; such provision of low or free interest loans for teachers, provision of other favourite allowances etc. but considering the findings, the study concluded that teachers were not fully satisfied with NUT level of commitments concerning their welfare services in the state; therefore, the union should consider this as a challenge.
- 3) Most of the respondents unanimously agreed that efforts of NUT encourages regular payment of teaches salaries and some allowances in the state. It was also concluded that Teachers Salary Scales was implemented due to tireless effort of NUT. Even though, some responses showed that NUT was unable to encourage the government on prompt payment of teachers' fringe benefits and other allowances in Katsina State.
- 4) The respondents are of the view that NUT plays some partial roles on regular promotions of teachers in Katsina State. With regards to collations, processing and monitoring of staff promotions, some of the responses disagreed with NUT level of

commitments. This could be concluded that, there were no regular teachers' promotion due the lapses of NUT in the state. Let this challenge encourages NUT to double their effort on teachers' better condition of services in Katsina state.

- 5) Finally, another conclusion was made on there was no regular payment of teachers' retirement benefits due to poor performance of NUT in Katsina State. The union was unable to bridge communication gaps between the retirees, the new Pension Scheme Agencies and the Katsina State Pension Board so as to ensure justice on payment of teachers' retirement benefits in the state. It was discovered that some of the responses opined that retired teachers are constantly suffered before receiving their retirement benefits due to in ability of NUT to fight for the their economic well-being.

### **Recommendations**

In line with the research findings, the following recommendations were made:

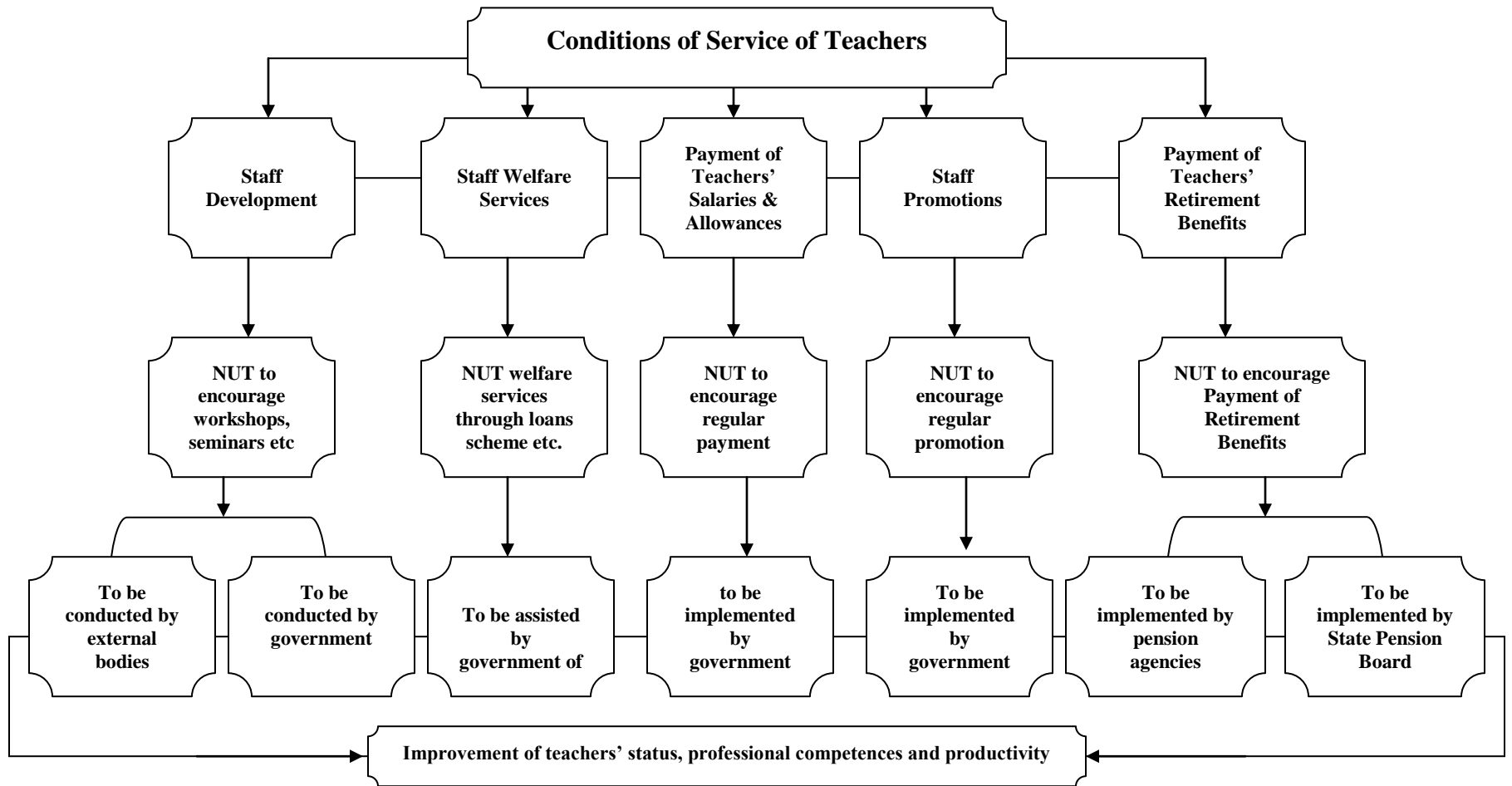
- 1) Nigeria Union of Teaches (NUT) should do more encouragement to teachers' development and professional standards through workshops, seminars and other educational conferences in Katsina State. Additionally, they should vividly monitor all the policies and plans governing the training and retraining of teachers; so as to boost teachers' morale and productivity.
- 2) It is also recommended that; NUT should allocate sufficient funds for teachers' welfare services, thereby adequate provision of incentives in form of rewards for outstanding innovations and honorary awards for highly respected teachers. Also, by encouraging the government to provide teachers with low or even free interest loans to improve their status and conditions of service in the state.

- 3) NUT should actively encourage upward of new Teacher Salary Scale in Katsina State particularly; and nation-wide at large. Similarly, teachers' emolument package should be adjusted in order to provide teachers with sufficient income to support their social and economic status.. Not only on payment of monthly salaries, rather on payment of all other allowances had which teachers entitled benefit.
- 4) Based on the findings, it is recommended that NUT should do more encouragement to the authorities concerned to regularize the promotion exercise in Katsina state; promotion should be served as a motivation to teachers. This will raise their salaries on merit and will keep them happy to work hard and render their responsibilities effectively.
- 5) Nigeria Union of Teaches should be devoted on monitoring, processing and collection of teachers' retirement benefits in Katsina state. They should coordinate pension activities right from the State Pension Board down to the new pension scheme agencies to ensure justice on the exercises.

It is hoped that, if all these reforms were successfully implemented by NUT, the quality of teachers will be improved as their morale will be boosted. Eventually, they will be motivated to work more efficiently and will have determination to develop the teaching and learning system under their part of responsibility.

The proposed model presented in Figure 5.1 was developed by the researcher from the findings of this study:

**Fig. 5.1.1 Model of Perceptions of Members of N.U.T. on the Implementation of Conditions of Service for Teachers in Katsina Staate**



*Source: Developed by the Researcher (Abdulrasheed Salman, 2014)*

**Model 5.1: Details of the Model of Perceptions of Members of NUT on Conditions of Service for Teachers**

- 1) **Staff Development:** It is the responsibility of NUT to encourage the government and other non-governmental organizations to implement recommended strategies for improving the quality of teachers' training and development through regular workshops, seminars, conferences among others. While, implementation become the responsibility of government and other external bodies.
- 2) **Staff welfare:** NUT in collaboration with the government has been charged with the responsibility of teachers' welfare services through the provision of low or free interest loans of monies, vehicles and other appliances for better condition of service of teachers in the state.
- 3) **Payment of Salaries and Allowances:** It becomes necessary for NUT to encourage government on regular payment of teachers' salaries and other allowances. Also to upward salary scales for the improvement of teachers' conditions of service. To be implemented by government. The government is charged with the implementation.
- 4) **Staff Promotions:** NUT is charged with responsibility of encouraging the government on regular promotion of teachers. The implementation became responsibility of government.
- 5) **Payment of Teachers' Retirement Benefits:** It also the responsibility of NUT to encourage and monitor the activities of State Pension Board and Pension Scheme Agencies so as to ensure justice on payment of teachers retirement benefits. And to be implemented by the government and other private pension agencies.

#### **6) Improvement of Teachers Status, Professional Competences and Productivity:**

If the above mentioned conditions were implemented, the conditions of service of teachers will be improved, their professional competences will be boosted and they will be well dedicated and productive in services.

#### **5.4 Suggestions for Further Studies**

On the basis of the findings and conclusions of the study, the following recommendations for further research are hereby drawn:

1. Students' poor academic performance has been related to inability of teachers to carry out their responsibilities effectively due to unfavourable conditions of service, it is therefore recommended that more researches should be conducted to evaluate the strengths and weaknesses of NUT activities on improving teachers' conditions of services in Nigeria.
2. Inter-section challenges develop between various stakeholders of education and Nigeria Union of Teachers on who is responsible for falling standard of education in Nigeria, the need therefore arises for further researches to be carried out to investigate whether NUT has impact on educational growth and development in Nigeria.
3. There is still a high rate of conflicts development among various stakeholders of education in Nigeria; in respect of this, additional conducts of researches are recommended to find out the roles and functions of Teachers Trade Unions in conflicts resolution in Nigeria.

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## **APPENDIX “A”**

### **A QUESTIONNAIRE ON THE PERCEPTIONS OF MEMBERS OF NIGERIA UNION OF TEACHERS ON THE IMPLEMENTATION OF CONDITIONS OF SERVICE FOR TEACHERS IN KATSINA STATE, NIGERIA**

Department of Educational  
Foundations and Curriculum,  
Faculty of education,  
Ahmadu Bello University,  
Zaria.  
17<sup>th</sup> November, 2014

Dear Respondent,

#### **REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY**

This questionnaire is designed to investigate the Perceptions of Members of NUT on the Implementation of Conditions of Service for Teachers in Katsina State.

Therefore, your contribution in bringing out honest opinion as a teacher or Ministry Official will aid the validity and reliability of this study. Your response will also help in developing teacher's capacity within the state and country at large. Your response will also help me fulfill the criteria for the award of a Master Degree in Education (M.ED).

All information given will be treated strictly confidential. Thank you in anticipation of your positive response.

Yours Sincerely

**Abdurrasheed Salman**  
08038144150

**SECTION “A” PERSONAL DATA:**

**Tick as appropriate please [✓]**

**Status:** (a) Teacher [ ] (b) Education Administrator [ ]

**Sex:** (a) Male [ ] (b) Female [ ]

**Marital status:** (a) Married [ ] (b) Single [ ]

**Age:** (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51 and above [ ]

**Qualifications:** (a) PHD [ ] (b) M.ED [ ] (c) B.Ed [ ] (d) Diploma [ ] (e) NCE [ ]  
(f) Others (specify)\_\_\_\_\_

**Years of Experience:** (a) 1-10[ ] (b) 11-20 [ ] (c) 21-30 [ ] (d) 31-35[ ]

**SECTION (B): Perceptions of Members of Nigeria Union of Teachers on Staff Development in Katsina State**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Nigeria Union of Teachers (NUT) frequently organizes seminars and workshops for teachers in Katsina State.					
2	Through NUT staff development programmes teachers are released for in-service training in Katsina State.					
3	NUT Study Circle Training Programme develops teachers' skills and competences in Katsina State.					
4	National and international educational conferences are organized for teachers through NUT staff development programmes in Katsina State.					
5	Staff development programmes of NUT mobilize teachers to attend educational training in Katsina State.					
6	NUT staff training activities mobilize private organizations to organize educational conferences for teachers in Katsina State.					
7	NUT staff development programme of ICT training improves teachers skills in Katsina State.					
8	Through NUT staff development programmes, International Agencies are invited to improve teachers' competencies in Katsina State.					
9	NUT staff development programmes of publishing and distribution of educational journals and news papers improve teachers' competences in Katsina State.					
10	Teachers on training enjoy subsidy allowances through NUT staff development programmes in Katsina State.					

**SECTION (C): Perceptions of Members of Nigeria Union of Teachers on Staff Welfare Services in Katsina State**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	NUT staff welfare services encourage the government to provide low interest loan of cars and motorcycles to the teachers in Katsina State.					
12	Teachers are given financial assistance to settle hospital bills for their families through NUT welfare services in Katsina State.					
13	NUT welfare services encourage state government to give teachers' free-interest house loans in Katsina State.					
14	Teachers are provided with refreshment allowances during the school executive meetings through NUT staff welfare services in Katsina State.					
15	Through NUT staff welfare services, teachers are conveyed to their various working places within the urban cities in Katsina State.					
16	NUT staff welfare services encouraged the government to provide official cars to the school principals and inspectors in Katsina State.					
17	NUT staff welfare services encouraged the government to provide Sallah/Charismas bonus (salary bonus) for teachers in Katsina State.					
18	Teachers enjoy free use of NUT official vehicles for special occasion through NUT staff welfare services in Katsina State.					
19	Teachers and students are provided with recreational facilities through NUT staff welfare services in Katsina State					
20	Transport and feeding allowances are given to the teachers in rural areas through NUT staff welfare services in Katsina State.					

**SECTION (D): Perceptions of Members of Nigeria Union of Teachers on Teachers' Payment of Salaries and other Allowances in Katsina State**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	Teachers enjoy regular payment of salaries and others allowances due to NUT fighting for teachers' economic well being in Katsina State.					
22	Due to NUT commitments on conditions of service, teachers are paid salaries before any other civil servants in Katsina State.					
23	Omission, cutting and deduction of teachers' salaries and allowances can be resolved through the activities of NUT in Katsina State.					
24	NUT struggles on implementation of Teachers Salary Scale (TSS) improve teachers' conditions of service in Katsina State.					
25	NUT provides resources to reduce financial difficulties of teachers in Katsina State.					
26	Teachers are paid workshops and seminar allowances due to the performance of NUT in Katsina State.					
27	Performance of members NUT necessitates regular payment of teachers' fringe benefits and other allowances in Katsina State.					
28	Performance of members of NUT encourages the implementation of teachers' annual salary increment in Katsina State.					
29	NUT activities encouraged government to pay teachers salary in-advance during festivities in Katsina State.					
30	NUT still fights for regular upward review of teacher salary in Katsina State.					

**SECTION (E): Perceptions of Members of Nigeria Union of Teachers on Staff Promotion in Katsina State**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	NUT struggles for regular promotion of teachers in Katsina State.					
32	Progressive activities of NUT necessitate payment of teachers' arrears whenever they are promoted in Katsina State.					
33	NUT monitors all the activities of Staff Promotion Committee (SPC) to ensure justice in Katsina State.					
34	Some teachers are promoted on merit or special performance due to efforts of NUT in Katsina State.					
35	NUT is able to eliminate all forms of bias and injustice on the promotion of teachers in Katsina State.					
36	Promotion letters reach teachers in time due to the performance of NUT in Katsina State.					
37	Apart from annual promotion system, NUT enhances staff promotion on qualifications and teachers' performance in Katsina State.					
38	Collation, processing and implementation of teachers' promotion are up to date due to Perceptions of Members of NUT in Katsina State.					
39	Teachers are always ready to improve their qualifications due to NUT fights for staff promotion and proper placement in Katsina State.					
40	NUT staff promotion services encourage teachers' performance and hard work in Katsina State.					

**SECTION (F): Perceptions of Members of NUT on Payment of Teachers' Retirement Benefits in Katsina State**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	NUT struggles for regular payment of teachers' retirement benefits in Katsina State.					
42	NUT monitors the new Pension Scheme Agencies to ensure justice on payment of teachers' retirement benefits in Katsina State.					
43	Through NUT efforts on condition of service, a teacher retirement age is upward in Katsina State.					
44	NUT is able to eliminate forms of bias and injustice on payment of teachers' retirement benefits in Katsina State.					
45	NUT processes and forwards retirement benefits to the family of dead teachers in Katsina State.					
46	NUT monitors State Pension Commission to ensure justice on payment of teachers' retirement benefits Katsina State.					
47	NUT encourages regular payment of teachers' gratuities in Katsina State.					
48	NUT organizes public enlightenment on conditions of teachers' retirement in Katsina State					
49	NUT gives financial support to retired teachers before receiving their retirement benefits in Katsina State.					
50	Through NUT financial support, retired teachers establish small and median scale businesses in Katsina State.					

*Thanks for your patronage*