

Impact of Conditions of Service on Teachers' Job Performance in Public Secondary Schools in Wukari Education Zone, Taraba State.

Obiweluozor Nkechi¹, and Amaechi, Appolus Azunwanne²

¹Department of Educational Management, Faculty of Education, University of Benin, Edo State, Nigeria.

²Department of Science Education, Faculty of Education, Federal University Wukari, Taraba State, Nigeria

Corresponding author

Obiweluozor nkechi

Email: nkobiweluozor@yahoo.com/nkechi.obiweluozor@uniben.edu

Abstract

In all the efforts by the Federal Government through several committees to review salary structure of civil servants, none of these committees looked into the salary structure of primary and secondary school teachers, which is the crux of this research; and the researchers feel that this is one of the reasons for the decline in quality of education at this level, which is affecting other levels. This paper examined the impact of conditions of service on teachers' job performance in public secondary schools in Wukari Education Zone, Taraba State. Three research questions guided the study. The ex-post facto survey research design was adopted for the study. The population of this study consisted of all principals and teachers in all the two local government areas under Wukari Education Zone, namely: Ibbi and Wukari, with a total of 28 public secondary schools, and teacher strength of 462. Random sampling technique was used to select 15 Secondary Schools. 10 persons participated in each school, which gave a total of 150 respondents stratified along male and female. The instrument used for data collection was researcher-developed questionnaire titled "Conditions of Service on Teachers Performance Questionnaire (CSTPQ)" on a modified four-point Likert scale. The precision and internal consistency of the instrument was determined using Cronbach reliability method which gave rise to a coefficient ranging from 0.76 - 0.83. The instrument was face validated by two experts from the Faculty of Education, Taraba State University, Jalingo; with a validation index of 0.86. The data collected was analyzed using percentage scores, mean, and standard deviation. Chi Square statistic was used to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that teachers are the least paid civil servants in the State, they are not promoted as and when due, promotions were not implemented, and salaries are not paid promptly; all these negatively affected their performance. It was recommended that the State government should develop a consolidated salary structure for teachers, pay them promptly and promote and implement their promotion as and when due to enhance their job performance.

Keywords: *Conditions of service, Teachers' job performance, secondary education, salary structure.*

Introduction

In the contemporary world today, attention is focused on education as an instrument of launching nations into the world of science and technology with the consequential hope of human advancement, in terms of living conditions and development of the environment. This is because, in the life of any nation, education is the live-wire of its industries; it is the foundation of moral regeneration and revival of its people. Education is the bed-rock of any nation's defense. Education is that process that helps to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he or she may find himself or herself (Federal Republic of Nigeria, 2013).

A nation that thinks lightly of education does so at its own peril. In this regard, Ogundele (2000) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. Teachers are key components of education the process, they mediate between learners and school authority, they aid and facilitate learning, they serve as role models to students, guide, counsel and listen to the complaints and problems of learners. Considering the vital role played by teachers in national development of every nation, more especially in a developing country like Nigeria, it is pertinent to examine critically the environmental conditions and performance of teachers. This may have informed the decision of the International Labour Organization (ILO) and United Nation Education, Scientific and Cultural Organization (UNESCO) recommendation concerning the status of teachers, a document to the which Nigerian Government was a signatory. The document presented a solid advocacy for the improvement of conditions of service for teachers. The Federal Government of Nigeria is giving consideration for condition of service for the Nigerian teachers (Abiala as cited in Ogundele, 2002). For over two decades, teachers in Nigeria under the aegis of the Nigerian Union of Teachers (NUT) have been consistent in their request for a separate condition of service and salary structure for teachers in primary and post-primary schools in the country. This situation has arisen because of religious, cultural, and economic factors.

Secondary education is the education children receive after primary education and before the tertiary stage. It is divided into three years of junior secondary and three years of senior secondary. Its objective is to prepare the individual for: (a) useful living within the society; and (b) higher education (FRN, 2013). In recent times, it is noteworthy that many secondary school leavers can neither read nor write accurately. Judging from the products of the Nigerian secondary schools, there is a big question mark on the level of performance and productivity of their teachers. Suffice it to say that there has been public outcry concerning students' poor academic performance and or achievements, moral laxity or decadence, indiscipline, exam malpractice, etc., particularly in secondary schools, parents and even the general public tend to blame teachers for the poor academic performance in secondary schools. Ndagi (1995:5) categorized the main objectives of secondary education into six strands as follows:

- (a) *Development of permanent literacy and numeracy in children.*
- (b) *Development of the ability to communicate effectively.*
- (c) *Training for further education and preparation for trades and crafts of the locality.*
- (d) *Development of good morals.*

- (e) *Development of the basis for good physical health education*
- (f) *Development of the basis for scientific and reflective thinking.*

In this context, what constitutes teachers conditions of service may include:

- (a) Teachers' salary structure
- (b) Regular payment of salaries and allowances
- (c) Promotion as and when due
- (d) Payment of fringe benefits
- (e) Staff development and terminal benefits.

It is a fact that has been established that if there is need for pay cut, teachers would be worst hit. In Nigeria today, many States of the Federation owe several months of teachers' salaries and allowances; many teachers are not promoted; those who are retired can hardly get their terminal benefits. Judging from the poor work environment of the Nigerian secondary school teachers, all the objectives as specified in the National Policy on Education (NPE), may almost be difficult to achieve. Nakpodia (2011) observed that in any educational arrangement, the success lies in the commitment of the teachers. Therefore, the relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge, skills and competencies, educational resources and strategies as the veritable determinants of educational success and performance. In other words, professional knowledge, skills and competencies can be seen when they are taken on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

On the other hand, satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reasons for working in life. Job satisfaction, in this context, is the ability of the teaching job to meet teachers' needs and improve their teaching performance. However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government and Nigerian Union of Teacher (NUT) are in constant face-off over increase in salaries, benefits and improvement in working conditions of teachers. In Wukari Education Zone, teachers have gone on strike severally for non-payment of salaries, even when the strikes are called off, majority of them find it difficult to enter class, due may be to lack of motivation; they pay more attention to their farms and other alternative sources of income.

This study therefore intends to examine the impact of teachers' conditions of service and their job performance in secondary schools in Wukari Education Zone, using 15 schools randomly selected from the two local government areas of the Zone. The following factors are examined: regular payment of salaries and allowances, promotion, fringe benefits, staff development and terminal benefits.

Statement of Problem

In spite of government efforts, researchers and the Teaching Service Board have identified among other problems bedeviling education sector and its teachers in Wukari Education Zone to include: fluctuation in the net pay of staff salaries, teachers are not promoted as and when due, salaries are not adjusted even after acquiring additional qualification, salaries are not paid regularly, inability of Pension Fund Administrators to pay terminal benefits to retiring teachers. These make teachers' conditions of service go from bad to worse. The above problems are evidence of teachers' poor conditions of service which

have affected teachers' performance in relations to: poor class attendance, poor lesson preparation and presentation, poor supervision of students' work, poor scheme of work, and poor discipline; which have given rise to the dwindling performance of students in secondary schools in Wukari Education Zone. Most teachers look for other means of getting funds to cater for their needs instead of relying on teaching. Most qualified teachers are quitting teaching profession and thus giving room to the unqualified ones. Also, many teachers are not given opportunity for training or self-development so as to acquire higher knowledge and skills.

In March 2011 when the Federal Government approved the N18,000 minimum wage for civil servants in Nigeria, some State governors agitated that teachers should be excluded from the minimum wage, if not for the timely intervention of National Union of Teachers (NUT). Presently, teachers are the least paid civil servants in Nigeria. The big question therefore is what is actually responsible for the teachers' poor conditions of service, especially at the State level. The main thrust of this study therefore is to examine the impact of conditions of service and how it influences teachers' job performance in public secondary schools in Wukari Education Zone, through the following factors: regular payment of salaries and allowances, promotion, fringe benefits, staff development and terminal benefits.

Purpose of Study

The general purpose of the study was to examine the impact of teachers' conditions of service on their performance in secondary schools in Wukari Education Zone, Taraba State. Specifically, it intends to:

- (1) determine the extent to which poor conditions of service impact on teachers' performance in public secondary schools in Wukari Education Zone.
- (2) examine how fringe and terminal benefits impact teachers job performance in public secondary schools in Wukari Education Zone.
- (3) find out how staff development impact on teachers' job performance in public secondary schools in Wukari Education Zone.

Research Questions

The following research questions guided the study.

- (i) How have poor conditions of service impacted teachers' job performance in Wukari Education Zone of Taraba State?
- (ii) To what extent do fringe and terminal benefits impact on teachers' job performance in Wukari Education Zone?
- (iii) How does staff development impact on teachers' job performance in Wukari Education Zone of Taraba State?

Hypothesis

The following null hypothesis guided the study, and will be tested at 0.05 level of significance:

H₀: Conditions of service have no significant impact on teachers' job performance in public secondary schools in Wukari Education Zone.

Review of Related Literature

The success of any organization depends on the strength and quality of its staff and the school is not an exception in this regard. The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous (Ayeni & Popoola, 2007). In secondary schools, teachers are the implementers of curriculum and the entire educational programme. As such, their welfare is key to the achievement of the overall objectives. Ipaye (2002) noted that the prime motive of men engaging in some activities or going into a career is to obtain the resources to meet his or her psychological needs and support family among others.

Teacher performance is conceptualized as the ability of government at all levels to adequately improve teachers' conditions of service, towards increased productivity. Teachers performance could be described in so many ways, Robert and Tim (1998) described it as the act of accomplishing or executing a given tasks. On the other hand, Obilade (1999) defined teacher performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Supporting this, Adepoju (1996) asserted that the variables of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teacher's performance could be measured through annual report of his or her activities in terms of performance or effectiveness in teaching, lesson preparation, and lesson presentation, mastery of subject-matter, competence, teachers' commitment to job and extra-curricular activities. In other words, teacher performance could be conceptualized as effective communication, sourcing for teaching-learning materials and cooperation with other teachers. As such, the main task of the government as owners of public secondary schools, is to create a conducive environment through improved conditions of service for teachers to be able to achieve desired changes in students, thus improving their academic performance. There is no gain saying the fact that improved conditions of service will help teachers to improve their classroom performance and effectiveness. Therefore, government has a pivotal role to play in the success of the school, by looking into teachers' salary scale, prompt payment of their salaries and allowances, promotion, staff development and terminal benefits, to enhance teachers' performance in secondary schools.

Theoretical Framework

One theory has been identified and is used as basis for this study. It is the Expectancy theory of motivation by Vroom (1964). In the study of organizational behaviour, expectancy theory is a motivation theory first proposed by Victor H. Vroom of the Yale School of Management in 1964. The theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices; it proposes that an individual will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. In essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual process the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave (Vroom & Deci, 1992).

Expectancy theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other, that is, *expectancy theory* is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance (Udoagwu, 2022). In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards. As stated earlier, Victor Vroom (1964) was the first to develop an expectancy theory with direct application to work settings, which was later expanded and refined by Porter and Lawler (1968) and others (Pinder, 1984).

Expectancy theory is based on four assumptions (Vroom, 1964). One assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. A second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. A third assumption is that people want different things from the organization (e.g good salary, job security, advancement, and challenge). A fourth assumption is that people will choose among alternatives so as to optimize outcomes for them personally (Vroom & Deci, 1992).

The expectancy theory based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence). The expectancy theory of motivation is related to the present study because it is concerned with determining the reason why people take to certain behaviour towards their work, based on their expectation of reward from their efforts at workplace. This will help the researchers determine teachers' performance in relation to their conditions of service.

Methodology

The ex-post facto survey research design was adopted for the study. This research design was chosen because the researchers will seek information from existing records and documents on teachers' conditions of service, and will elicit responses from individuals within the study coverage, based on which conclusion will be drawn on the data collected.

The population of this study consists of all principals and teachers in all the two local government areas under Wukari Education Zone, namely: Ibbi and Wukari, with a total of 28 public secondary schools, and teacher strength of 462. The stratified random sampling technique was used to select a sample of 15 schools, 10 persons were randomly selected which gave a total of 150 respondents, stratified along the line of male and female. A 15-item, 3 clusters researcher-developed questionnaire titled "Conditions of Service on Teachers Performance Questionnaire (CSTPQ)" served as the instrument for data collection. The instrument was validated by two experts from the Faculty of Education, Taraba State University, Jalingo, and it yielded a validation index of 0.86. The precision and internal consistency of the instrument was determined using Cronbach reliability method which gave rise to a coefficient ranging from 0.76 - 0.83. The questionnaire consisted of two sections. Section "A" contained the sex and category of respondents, while section "B" contained 15 items on conditions of service and teachers' performance. Respondents were requested to respond to the questionnaire using four-point Likert modified scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

A total of 150 copies of the Conditions of Service on Teachers Performance Questionnaire (CSTPQ) were administered through the help of two (2) research assistants, who were trained on the purpose and nature of the study, two days were allowed for respondents to complete and return the instrument. All the copies were retrieved.

Data collected were analyzed using Mean and Standard Deviation and percentage scores. The Chi Square Statistic was used to test the null hypothesis at 0.05 level of significance. A scale mean of 2.5 was used to determine respondent's opinions, this meant

that a mean of 2.5 and above is high or positive opinion, while a mean of 0 – 2.49 is low or negative opinion. This enabled the researchers to draw conclusions on the data collected. All tests were performed at a probability level of 0.05, using Statistical Package for Social Sciences (SPSS), 13th edition.

Results

Analysis of Research Questions

Research Question 1: How has poor conditions of service impacted teachers' job performance in Wukari Education Zone of Taraba State?

Table 1 showed that respondents agreed that delay in the payment of salaries was responsible for teachers' irregular attendance to school activities, with a mean of 3.0 and standard deviation of 1.03; they also agreed that irregular payment of salaries was responsible for the inability of teachers giving continuous assessment and supervising students, with a mean of 2.9 and standard deviation of 1.06; they further agreed that poor salary scale or structure discouraged teachers from showing mastery of subject content, with a mean of 2.7 and standard deviation of 1.12; respondents also agreed that non-implementation of promotion was responsible for teachers' reluctance in preparing scheme of work and lesson notes, with a mean of 2.9 and standard deviation of 1.06; they however disagreed that teachers are provided with staff quarters or housing loan to ease accommodation problems, with a mean of 2.0 and standard deviation of 0.99. With a cluster mean of 2.7 which is greater than the scale mean of 2.5, it could be concluded that poor conditions of service negatively impact teachers' job performance in Wukari Education Zone, Taraba State.

Table 1: Summary of Mean and Standard Deviation of teachers and principals on how poor conditions of service impacts teachers' job performance.

S/N	ITEMS	SA	A	D	SD	M	STD	DEC.
1.	Delay in payment of salaries cause teachers not to be regular in attendance to school activities.	61	48	22	19	3.0	1.03	Agree
2.	Irregular payment of salaries is responsible for teachers not giving continuous assessment to students regularly, and supervising same.	58	51	18	23	2.9	1.06	Agree
3.	Poor salary scale discourages teachers to show that they have mastery of the subject content in line with the curriculum.	46	49	22	33	2.7	1.12	Agree
4.	Due to non-implementation of promotion, teachers are reluctant to prepare their lesson notes as guide to what they discuss with students in the class.	51	53	21	25	2.9	1.06	Agree

5.	Teachers are provided with staff quarters or housing loan to ease accommodation problems and this makes them more efficient in the discharge of their duties.	18	22	56	54	2.0	0.99	Disagree
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Cluster Mean

2.7 1.05

Scale Mean = 2.5

Source: field work

Research Question 2: To what extent do fringe and terminal benefits impact on teachers' job performance in Wukari Education Zone?

Table 2 showed that respondents disagreed that leave grants were paid to teachers annually, with a mean of 1.9 and standard deviation of 0.91; they also disagreed that teachers were paid transport allowance monthly or annually, with a mean of 1.8 and standard deviation of 0.89; they further disagreed that teachers were enrolled in National Health Insurance Scheme (NHIS), with a mean of 2.0 and standard deviation of 1.06; they also disagreed that government paid teachers their gratuity and other retirement benefits as soon as they retire from service, with a mean of 1.7 and standard deviation of 0.86; they further disagreed that teachers' pensions were paid regularly, with a mean of 2.1 and standard deviation of 1.04. With a cluster mean of 1.9 which is below the scale mean of 2.5, it could be concluded that poor conditions of service through non or delayed payment of fringe and terminal benefits, impacts negatively on teachers' job performance in Wukari Education Zone, Taraba State.

Table 2: Summary of Mean and Standard Deviation of teachers and principals on how fringe and terminal benefits impact teachers' job performance.

S/N	ITEMS	SA	A	D	SD	M	STD	DEC.
6.	Leave grants are paid to teachers annually in Wukari education zone.	15	11	68	56	1.9	0.91	Disagree
7.	Teachers are paid transport allowance on monthly or annual basis in your school.	13	9	63	65	1.8	0.89	Disagree
8.	Teachers are enrolled in National Health Insurance Scheme (NHIS) in wukari education zone.	21	18	46	65	2.0	1.06	Disagree
9.	Government through Pension Funds Administrators (PFAs) pays teachers their gratuity, and other retirement benefits as soon as they retire from service.	11	8	61	70	1.7	0.86	Disagree
10.	Teachers' pensions are paid regularly in Wukari education zone.	22	19	55	54	2.1	1.04	Disagree
Cluster Mean						1.9	0.95	Disagree

Scale Mean = 2.5

Source: field work.

Research Question 3: How does staff development impact on teachers job performance in Wukari Education Zone of Taraba State?

Table 3 showed that respondents disagreed that based on conferences attended, teachers had adequate skills to communicate ideas into students, with a mean of 2.0 and standard deviation of 1.02; they also disagreed that based on workshops attended, teachers engaged students in learning by using variety of instructional strategies, with a mean of 2.0 and standard deviation of 1.06; they further disagreed that through in-service training, teachers had requisite skills to improvise, with a mean of 2.0 and standard deviation of 1.06; they also disagreed that teachers were duly motivated to have mutual cooperation with fellow teachers, with a mean of 2.1 and standard deviation of 1.09; they also disagreed that teachers were involved in decision making in the school, with a mean of 2.3 and standard deviation of 1.09. With a cluster mean of 2.08 which is less than the scale mean of 2.5, it could be concluded that inadequate staff development impacts negatively on teachers' job performance in Wukari Education Zone, Taraba State.

Table 3: Summary of Mean and Standard Deviation of teachers and principals on how staff development impact teachers' job performance.

S/N	ITEMS	SA	A	D	SD	M	STD	DEC.
11.	Based on conferences attended, teachers have adequate skills to communicate ideas into students through teaching and learning	18	22	49	61	2.0	1.02	Disagree
12.	Based on workshops attended, teachers engage students in learning by using a variety of instructional strategies.	21	19	43	67	2.0	1.06	Disagree
13.	Through in-service training, teachers have requisite skills to improvise where necessary and source for teaching-learning materials when need arises.	23	17	51	59	2.0	1.06	Disagree
14.	Due to adequate motivation, teachers have mutual cooperation with their fellow teachers in school.	25	23	46	56	2.1	1.09	Disagree
15.	Teachers are involved in decision making, so they ensure that students discipline in line with school rules and regulations are maintained in the school.	28	29	47	46	2.3	1.09	Disagree
Cluster Mean						2.08	1.06	Disagree
Scale Mean = 2.5								

Source: field work.

Testing of Hypothesis

H₀: Conditions of service have no significant impact on teachers' job performance in public secondary schools in Wukari Education Zone.

Decision Rule:

If X^2 cal. > X^2 crit. accept H₀

If X^2 cal. < X^2 crit. reject H₀.

Table 4 showed that Chi Square (X^2) calculated value was 0.1576 while the Chi Square (X^2) critical value at degree of freedom 9 at 0.05 level of significance stood at 16.919.

Going by the decision rule, the X^2 calculated is less than the X^2 critical, therefore the null hypothesis is not accepted. This means that the alternative hypothesis is upheld, which states that conditions of service have significant impact on teachers' job performance in Wukari Education Zone, Taraba State.

Table 4: Chi-square (x^2) test on impact of conditions of service on teachers' job performance in Wukari Education Zone, Taraba State.

SCALE	Frequency	%	X^2 Cal. Value	X^2 Crit. Value	Remarks
Strongly Agree	431	19.2			
Agree	398	17.7			Reject the
Disagree	668	29.7	0.1576	16.919	Null hypo-
Strongly Disagree	753	33.4			thesis
TOTAL	2250	100			

$P = 0.05$; $df = 9$

Discussion

The findings of this study reveal that poor conditions of service, negatively impact teachers' job performance in public secondary schools in Wukari Education Zone, Taraba State. This finding is in agreement with Ipaye (2002), who noted that the prime motive of men engaging in some activities or going into a career is to obtain the resources to meet his or her psychological needs and support family among others.

The findings of this study also reveal that poor conditions of service through non or delayed payment of fringe and terminal benefits, impacts negatively on teachers' job performance in wukari education zone, Taraba State. This finding is in consonance with Ayeni and Poopola (2007), who opined that teacher performance is conceptualized as the ability of government at all levels to adequately improve teachers' conditions of service, towards increased productivity.

The findings further reveal that inadequate staff development, impacts negatively on teachers' job performance in wukari education zone, Taraba State. This finding is in agreement with Nakpodia (2011), who observed that in any educational arrangement, the success lies in the commitment of the teachers. Therefore, the relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world.

The findings also reveal that conditions of service have significant impact on teachers' job performance in public secondary schools in Wukari Education Zone, Taraba State.

Implication for theory and practice

As revealed by this study, due to poor conditions of service, the expectations of teachers are cut short because their reward is not equal to their efforts, and this has led to their show of lack of interest and commitment in their job, due to poor motivation (as proclaimed by expectancy theory), hence low productivity and poor performance which is evident in the poor performance of students at primary and secondary schools. Policy makers and relevant stake holders are therefore expected to lend weight to ensure that teachers' conditions of service are reviewed upward, especially at State levels, and that there should be a special salary structure for teachers as obtained in other educational institutions in Nigeria, if efficiency and high performance is envisaged. We should be mindful of the fact that if the foundations be destroyed, we may not achieve anything meaningful at the higher education level.

Conclusion

It is an established fact that teachers' conditions of service are poor in Wukari Education Zone, Taraba State, which is the reason why teachers show lack of interest towards their work. It is therefore important that the State Government should look into ways to consolidate the salary structure of primary and secondary school teachers to be at par with their counterparts in other sectors of the economy; their conditions of service need to be improved so as to motivate them to greater productivity through the expectancy theory. If this is done, it will help to retain intelligent and experienced teachers, and reduce drastically the brain drain experienced in this sector presently.

Recommendations

Based on the findings, the following recommendations are made:

Government should as a matter of grave importance, improve teachers' conditions of service through improved salary structure, prompt payment of salaries and allowances and promotion implementation. This is achievable through the inauguration of an Implementation Committee at the State level.

Government should strive to pay on time, fringe and terminal benefits of retiring teachers. This could be made easier if the State Government can introduce the contributory pension scheme as obtained at the Federal level.

Government should encourage the development of teachers through further studies, Seminars, Conferences and Workshops. This is possible through an establishment of a Trust Fund that can sponsor training of teachers, just like TET Fund is doing for tertiary institutions.

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