

**CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN EDO STATE**

BY

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FACULTY OF EDUCATION
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BENIN CITY**

JANUARY, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,
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CERTIFICATION

We, the undersigned, certify that this work was carried out by **Esther Precious OJO** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This work is dedicated to God Almighty, for his love, grace and mercy which has kept me and given me the strength to make this far. Also dedicated to my parents

ACKNOWLEDGEMENTS

The researcher wish to first and foremost appreciate God for the gift of life and thank her project supervisor, Dr.(Mrs.) J.E. Obano who patiently and meticulously supervised and ensure that the study became a reality.

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Furthermore, the researcher expresses her sincere appreciation to her parent Mr. and Mrs. Ojo for their love, support, encouragement and provision all through the academic journey, may God Almighty bless you richly. The researcher also appreciates Engr. Asiwe Faraday Elvis for his morale support during the academic journey

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ABSTRACT

The study is on the relationship between teachers' conditions of service and their job performance in public secondary schools in Ovia North East Local Government Area. The major purpose of the study is to find out the condition of service for enhancing the performance of teachers in secondary schools. Three research questions and four hypotheses were formulated to guide the study. Correlational research design was adopted by the study. The population comprised of twenty-eight (28) principals and all the 1839 (1,111 comprised males and 728 females) teachers in the twenty-eight (28) public secondary schools in Ovia North East Local Government Area in the 2019/2020 academic session. The multistage sampling technique was adopted by the study to select a sample of fourteen (14) principals and public secondary schools, representing 50% of the total population to make up the sample for the study. Two research instruments were used for data collection. The first was a structured questionnaire titled "Conditions of Service) which was administered to the teachers in the selected schools to rate their principals. Questionnaire (COSQ) and the second was a "Teachers' Job Performances Checklist (CPSRQ). The instrument for data collection was validated by the researcher's supervisor and two other experts in the Department of Educational Management, University of Benin, Benin city. In order to establish the reliability of the instrument, Cronbach Alpha statistics was adopted for the study. The instrument were administered once to twenty (20) teachers and twenty (20) principals, their responses were scored and analyzed using Cronbach's Alpha formula and the alpha value obtained are 0.87 and 0.63 for principals and teachers respectively. Therefore, the instrument for the study was reliable. Data collected were analyzed with descriptive statistics such mean, standard deviation and Fisher z. The findings of the study revealed that teachers conditions of service in public secondary schools in Ovia North East was poor, Teachers' job performance in public secondary schools in Ovia North East Local Government Area was high, there was no significant difference in the relationship between conditions of service and teachers ' job performance. Based on the findings of the study, it was recommended among others: The teachers in public secondary schools should consistently be motivated to enhance and sustain their level of job performance. This can be done through provision of well -equipped classrooms, staff-rooms, and regular payments of their fringe benefits, Salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery. The government and school management should ensure regular promotion of teachers promptly to mention but a few.

CHAPTER ONE

INTRODUCTION

Background of the Study

In Nigeria, education has been recognized as an instrument for individual and societal development. It has witnessed active participation by the government non-government agencies, communities and private individuals. The philosophy of education is based on “equal educational opportunities and egalitarianism, a land full of bright and equal opportunities for all citizens” (FRN, 2016).

The school as an institution of learning operates within the complex interaction of human and material resources in order to attain the goal of effective teaching and learning. In order for effective teaching and learning to be successfully carried out, the supervision of the school must attain the educational goal. School supervision is of importance in school administration because of its far reaching effect on the accomplishment of educational goals. School supervision is a process in which the adaptive challenges of a rapidly changing world require new ways of interacting with teachers, students and the learning environment. There is a change in present day schooling that call for a new vision of supervision in our schools and this is, renewed struggle to redefine learning and teaching and engage all students in the educational process. School supervision in present day

schooling has to do with the initiation, organization, motivation and direction of the action of all teaching and non-teaching staff toward the achievement of objectives of the school. The roles of schools leaders must be concerned with the quality of instruction as well as the student's welfare, the moral and spiritual tone of the school and maintaining discipline.

The teachers can be said to be the most important resource in the administrative process at the secondary level of education as he sets the tone for learning in the classroom and establishes the mood of the teachers and students. The quality of instruction in the teaching learning process depends on the teachers as reflected in the performance of their duties.

Overtime teachers job performance as well as students' academic performance in both internal and external examinations had been used to determine excellence in supervision demonstrated by the teachers, teachers play important roles in the educational attainment of any nation, because they are responsible for translating policy into action and principles based on practice during interaction with teachers and students (Afe, 2011). Both teaching and learning depends on teachers. A high performing teachers or effective teachers is one who produces desired result in the course of his duty as a teachers. A good teachers is very essential for the effective functioning of any educational system

and improving the quality of learning process. An ineffective or bad teacher is conceptualized as one with the following planning, poor administrative competencies, poor school organization, lack of knowledge of the utilization of both human and material resources, amongst others. Furthermore, he or she lacks motivational competencies, poor constructive and employment of various evaluation techniques and are bereft of interactional competencies.

The teachers is the pivot of education process as he or she is the key in the entire education programme which can make or either mar the best educational programme in the world. Education therefore is what teachers make of it, because an experienced, motivated, satisfied and professionally qualified teachers is an essential foundation for a good administrative, teaching and learning process. Obemeata (1996, p.56) quoted Pope Pius VII (1942) stated that;

“Good schools are the fruits not only good regulations but primarily of good teachers excellently trained in their respective subjects which they are to teach and possessing the intellectual and moral qualities which their important office requires.

The implication of the pope’s comment is that, if teachers are to perform what is expected of them in schools satisfactorily, they need to be of the right calibers as well as, be adequately trained and motivated in order to be competent

in their subjects they are expected to lead. The teachers' job has become more complex, overloaded and unclear over the past decades. The role of the teachers has been in a state of transition, progressing from the teachers as an institutional leader and most recently to the role of transformational leader. Supervision as a complex series of activities, recognized the teachers as a role model and with all the efforts of the government in providing good and elaborate supervision programmes, it seems little has been achieved, perhaps due to the employment of incompetent and unmotivated teachers.

Adighoe, 2012, and Oder, 2015 argued that the falling standards can be attributed to the use of teachers who are not qualified to handle the full responsibility of our schools, including those with general education (academic) qualifications such as Bachelor in Science degree (B.Sc) Bachelor in Arts, (B.A), Masters Degree in Science (M.Sc), and Master Degree in Arts (M.A), the general public, parents and non-governmental organizations that care about education and how to improve its quality are worried about this unwholesome development in our secondary education.

It has been observed that educators in Nigeria have forgotten the important connection between teachers and teachers and how well teachers carryout her duties more effectively in meeting the predetermined goals of education that will

positively enhance teacher's job performance. Studies have shown that in Nigeria and in most developing nations, the problem is not designing beautiful programmes for national development, but implementing them. Teachers' need to find ways to continually improve on the job performance of teachers because there is more to supervision than feeling affection for teachers, without love and eagerness to serve students' well, supervision loses its heart. Moreover, when teachers forget that teachers come first, as we are experiencing in some public schools in Edo state, students and society are in serious danger.

Teachers in Nigerian schools and schools in Edo State in particular seem to be among the most powerful and the most stressed adults the world. They are powerful because of their influence over young minds, and they perhaps are stressed because of their work environment is not conducive for effective supervision more to this, government is not giving them the required attention to carry out their duties as required in the school. It is a known fact that quality education fairly compensated for their work and teachers perform well when they are in their right environment for teaching and learning.

From observation, the government in Edo state has done its best within their limited resources to improve the welfare of teachers in regular payment of salaries, renovation of schools, raising the bar of the teaching profession to level

17 in the state civil service, opportunities for teachers to be made permanent secretary, among others. All these good gestures of the government seems not have resulted in improved teachers effectiveness at the secondary school level.

Performance means doing something or a behaviour that can be observed. Performance are of two types, performance can be task performance and contextual performance. Task performance is individual's proficiency (training and practice) which he or she carries out activities which help in the organization 'technical core'. The contribution can be both direct (e.g. in the case of production teachers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance are activities which do not contribute to the technical core, which help the organizational, social and psychological environment in which organizational goals are pursued. It does not only refer to behaviours such as supporting co-teachers or being reliable member of the organization, but also making suggestions about how to improve work procedures. Individual performance changes overtime, it could be seen in the learning processes other long-term changes, and temporary changes in performance. Performance are in stages, at early stage of teachers job, performance is low because teachers have not mastered their job, as they progress in the organization, teachers performance

increases, in order words organization must put in place various apparatus to enhance the performance of teachers.

Classroom Management

According to glossary of education classroom management refers to the wide variety of skills and techniques that Teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. When classroom management strategies are executed effectively, Teachers minimize the behaviours that impede learning for both individual student and groups of students, while maximizing the behaviours that facilitate or enhance learning. Generally speaking, effective Teachers tend to display strong classroom management skill, while the hallmark of the less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Presentation of Lesson

Presentation of lesson as used here, refers to the extent to which teacher have attuned themselves to the knowledge and use of modern automated office equipment for instructional and professional purposes. In this area, although the author is only beginning to assemble some useful data, the situation does not appear to be impressive. In recent times, there has been a shift of emphasis from that of teaching subjects through ‘chalk and talk’ to that of applying the resources provided by information and communication technology (ICT). It is concerned with systems for the creation, acquisition, processing, storage, retrieval, selection,

transformation, dissemination and use of vocal, pictorial, textual and numerical information (Further Education Unit, 1984). Thus, the availability of items such as printers, disk drivers, fax and Internet facilities in a teachers college should be regarded as a move towards the application of advanced information technology.

Effective Use of Instructional Materials

The success of any learning process depends largely on the instructional procedures. Emmanuel Obasi, (2013) sees instructional materials as educational resources use to improve students' knowledge, abilities and skills, to monitor their assimilation of what is being taught. Instructional materials are content that conveys the essential and knowledge skills of a subject in the school curriculum. Instructional materials could also be seen as variety of materials in any format which influences the students learning and instructors teaching. They include, but are not limited to. textbooks, library books, periodicals, pamphlets, art prints, pictures, transparencies, films, filmstrips, slides, video cassettes, video discs, audio cassettes, sound recording, compact disc, computer software. CD Roms and electronic resources. The effectively of instructional materials depend upon the manner and the degree to which they meet the needs of Teachers and students. Instructional materials support learning content, allow students to engage in the

application of concept and provide an opportunity for evaluation. They are developed to facilitate learners understanding.

Subject Mastery

As the scope of computer-based learning is likely to become much wider, the mode of instruction will equally be affected. The traditional areas of research in teachers education will become less useful. In order to produce teachers who will be able to teach students in a multimedia classroom of the near future, research efforts in the area of instructional software packages which reflect the Nigerian background will have to be undertaken with professionals in the area of engineering and technology. Teachers will have to be able to produce relevant learning software packages for use in their respective subject areas, instead of waiting for commercially produced ones, which may not meet their particular needs.

Conditions of service are totality of things that must exist or be done before people perform their duties in the civil service (such as salary, promotion, fringe benefits, staff development, terminal benefits). Good condition of service enables teachers to function effectively. In Osinem and Nworji (2010), an organization, whether public or private exists and grows because it provides the community with goods and services. To achieve this efficiently, the organization must function at

the best possible level of productivity. They maintained that there is need for training and development which will ensure that the employees makes the required contributions to the achievement of the goals of the organization. Teachers come to schools with the hope that their personal needs will be attended to by the organization. The extent to which such needs are attended to determines the teachers' level of motivation, and hence the performance and commitment to work. This means that motivation is the heart of performance at work.

Teaching aids are essential if the secondary school teachers are to perform well in teaching. Teaching aids are a collection of buildings used to provide educational programmes for students. These facilities provide students with a place to learn that is under the direction of teachers. In the context of the school system, they are those things that enable the teacher to be able to teach effectively and contribute to the achievement of the school goals and objectives without fatigue and distraction. Banmeke (2016) also lends credence to the fact that lack of adequate and improper physical conditions in the teachers' offices as well as in the classrooms dampens teachers' morale. Banmeke stated that such situation causes job dissatisfaction, truancy, lateness, absenteeism, and indifference towards organizational goals, frustration. This results in low teacher productivity. Taking a cue from the foregoing, Collins (2015) since staff spend almost half of

their lives at work, it is important to provide them with pleasant and comfortable working conditions. School environments are dynamics; but the most dynamic factors in school is the human factor. Teachers in today's world or society are lot more educated than before and are more likely to raise questions about their environment of work. That is perhaps why Ijaluola (2006, 2008d) noted that many employers not only meet this elementary condition but recognize that good working conditions improve productivity. Secondary school teachers must be adequately remunerated to increase their toil on productivity.

The input of teachers must be shown in their outputs. Hornby (2017), remuneration is an amount of money that is paid to somebody for the work they have done. Package is a set of items or ideas that must be bought or accepted together. Remuneration package is total compensation that an employee gets in return for the services he or she has done to an employer. Appropriate balance must be struck between secondary school teachers input and output, inputs such as hard work, skill levels, tolerance and enthusiasm, outputs are salaries, benefits. When this is not done secondary school accounting teachers become demotivated in relation to teaching accounting. Adequate remuneration packages will enable secondary school accounting teachers to go for in service training to update

themselves in teaching and also in contributing to the society on how to improve secondary school teaching.

In-service training gives the teachers the needed professional growth which will make them function efficiently effectively as teachers. According to Nakpodia (2018) in service training programme is a process for continuous updating of teachers' knowledge, skills and interests in chosen field. He maintained that, it is a means for continuous professional growth, which supports the extension of technical assistance by teachers educators. He stated further that, in-service teacher education is an important part of staff training programme, which is organized for teachers while in-service training will enable teachers to have higher academic and professional qualification, acquire knowledge, skills and competencies to teach effectively and enable teachers meet up the new changes in the school system in the 21st century. Atiken (2014) maintained that, in-service training, enhances teachers performance which in turn brings about improved students achievement, in-service training of teachers will enable teachers respond to many challenges facing them which will enable them to have a wider impact on the effectiveness of the teaching force as a whole. The secondary school teachers guides secondary school student in their experiences, their contact with them are continuous. Their personality and behavior is influenced by the teachers.

The concept of Job security started gaining popularity in the recent times as a result of economic pressures on organizations. This could be the reason why Adebayo and Lucky (2012) agreed that job security has become indispensable in employee and organization preference list, particularly due to economic reasons. Globally, about 75% of the employees preferred to keep their jobs compared to other factors in their preference list (Watson, 2010). Therefore, the vital confrontation facing the organization is not just to employ and retain teachers but to ensure that employees are assured of their jobs for as long as they wish. Job security will enable secondary schools teachers to know the ethics guiding them, improve their condition of service such as giving secondary school teachers with relevant qualification appropriate grades, transferring them from one state to another without loss of status, special incentives for secondary school teachers in difficult terrains. Job securities must not be made for a particular gender as both men and women are builders of secondary school students.

Secondary school gives the student the background to progress in education. In Offorma (2012), the Secondary School is the level in which the state and local governments make out the syllabus which the school follows which the teachers and heads of departments come together to pull out their scheme of work from it for effective implementation of the curriculum. The main objective of this is to

make individual student to have strong educational background before entering to higher education (University, Polytechnic, Monotechnic or College of Education) with the easy focus of subject tracking for the purpose of having and producing specialists in subject area. The secondary school curriculum which is the aggregate of school programme in will not be implemented if secondary school teachers are not motivated by giving students the adequate teaching and learning which will be used to function effectively.

The term “gender” refers to the socially constructed differences between men and women, as distinct from “sex”, which refers to their biological differences. Ijaiya (2018) there is no doubt that gender discrimination exists in the world and has been so since time immemorial, and women traditionally at the receiving end. She continued, number of assumptions about what women should be or should not be have continued to trail and prevent women development throughout the ages, though more pronounced in some societies than others. Such assumptions include, that women should be seen, not heard, that women’s place is in the kitchen e.t.c. Ijaiya (2018) the consequences are that women education and their position in the society remain stalled for a long time. The same scenario is witnessed in the school system, even though most teachers at primary and secondary schools are women.

Teacher's qualification is the possession of relevant educational qualification relevant to the administrative profession. A qualified teacher can be defined as one who holds a certificate and/or licensed by the state, owns at least a bachelor's degree from a four years institution and well qualified in his/her area of specialization. In Nigeria, the minimum qualification required for teacher job at the secondary level is the Bachelor degree (B.Sc). a considerable body of research findings is available to support the contention that in the balance, better qualifications of teachers, would lead to exercise of effective supervisory roles of teacher's for this simple reasons, government has done its best to see that teachers in secondary schools possess relevant qualifications.

In education, teacher's experience is probably the key factor in personnel policies that affect current employees. It is a cornerstone of tradition single-salary schedules, it drives teacher transfer policies that prioritize seniority, and it is commonly considered a major source of inequity across schools, and therefore, a target for redistribution. The underlying assumption is that experience promotes effectiveness. Researchers agree that teacher experience is positively correlated with the exercise effective supervisory roles even though findings about its meaning vary. For example, some studies find that years of pedagogical

experience are consistent predictor of high test-scores. Others document a negative effect on this.

The researcher taught in a secondary school and from her interaction with secondary school teachers in Ovia North East, the researcher observed that their motivation for is low, the researcher decided to study in a systematic manner by investigating their level of motivation and factors that can cause their low motivation. Secondary school teachers need to be motivated if teachers are to have good performances in the teaching of subjects such as teaching students effectively to shape their lives in the scope of knowledge, their motivation is not only in the teaching of students, it also include equipping them with necessary knowledge and skills for a world we are in which is a world propelled by science and technology such as carrying out researches, writing publications, attending conferences on how to build the future for secondary school teachers and for this to be possible the secondary school teachers must be adequately remunerated, a policy that focuses on good salaries for the secondary school teachers must be adopted so that they can enroll in training programmes to acquire skills. It is important that the teachers in secondary schools is protected from the evils in the society most especially those working in cruel environment so that they can give off their best.

It is against this backdrop that the researcher sought to ascertain the relationship between conditions of service and teachers' job performance in public secondary schools in Ovia North East Local Government Area.

Statement of the Problem

The sight of several public school teachers that engage in other menial jobs apart from teaching during school hours in the recent past has become a source of worry to many. Interaction with some of these teachers in Edo state revealed that they had earlier dropped out from different public secondary schools. Apart from these teachers that observably prefer gossip, absenteeism, and engaging other menial jobs to school attendance, several others are alleged to drift from public schools to private schools that are rumoured to be better funded and managed. A trip round some of the public secondary schools did not only confirm the teachers allegation of withdrawal but also revealed cases of absenteeism, low morale and productivity, amongst the school children. Since the incidences of teachers' frustration constitute nuisance in any school system, the fear is that teachers' level of frustration could be phenomenal in the public secondary schools in Edo state. The suspicion is predicated on the perennial problems of poor conditions of service, poor remuneration and inadequate resources that characterize the schools. It is not unlikely that teachers that attend such schools will get frustrated and

express their frustration by withdrawing from the schools or by failing to function effectively and efficiently that could lead to poor academic frustrations. It is therefore imperative to investigate the level of teachers' job performance in the schools. The need to find out whether observed high level of teachers' job performance have anything to do with available resources in the schools is also important.

Research Questions

Research questions will be answered directly while research questions

1. What is the level of teachers' job performance in public secondary schools?
2. What is the conditions of teachers in public secondary schools?
3. Is there is a relationship between conditions of services and teachers' job performance?
4. Is there is a relationship between conditions of services and teachers' job performance based on sex of teachers?
5. Is there is a relationship between conditions of services and teachers' job performance based on location of teachers?
6. Is there is a relationship between conditions of services and teachers' job performance based on qualification of teachers?
7. Is there is a relationship between conditions of services and teachers' job performance based on experience of teachers?

Purpose of the Study

The major purpose of the study is to find out the condition of service for enhancing the performance of teachers in secondary schools.

Specifically, the study sought to:

1. ascertain the level of teachers job performance in public secondary schools.

2. determine the conditions of service in public secondary schools.
3. find out whether there is a relationship between conditions of services and teachers' job performance.
4. find out whether there is a relationship between conditions of services and teachers' job performance based on sex of teachers.
5. find out whether there is a relationship between conditions of services and teachers' job performance based on location of teachers.
6. find out whether there is a relationship between conditions of services and teachers' job performance based on qualification of teachers.
7. find out whether there is a relationship between conditions of services and teachers' job performance based on experience of teachers.

Hypotheses

The following hypotheses were formulated and tested at 0.05 levels of significance.

1. There is no significant difference in the relationship condition of service and teachers' job performance based on experience of teacher
2. There is no significant difference in the relationship condition of service and teachers' job performance in Edo state based on the sex of teacher

3. There is no significant difference in the relationship between condition of service and teachers job performance in Edo State based on the qualification of teacher.

Significance of the Study

The findings of this study would be of benefit to the Federal and State Government, the Local Government, Teaching Service Commission at State/National levels, the Education Planners, curriculum developers, researchers, teachers, the Students/ Learners and the General Public.

The findings of this study will help the Federal and State Government to have better insight into the problems of implementation of those initiatives that will enhance performance of secondary school teachers such as poor students performances in internal and external examinations, overcrowded classrooms for secondary school teachers, poor ventilation and lighting, unpleasant school environment, divided attention in teaching, lack of knowledge and skills into the world's body of knowledge in subject matter , succumbing to malpractices such as teaching students during examinations. Armed with such information they would now be able to formulate more workable guidelines such as providing facilities for motivating better performance among accounting teachers, remuneration packages for motivating teachers of secondary school in Edo State staff training activities

for motivating teachers of secondary schools in Edo state, job securities a motivator for enhancing secondary school teachers.

The findings of my study will hopefully advance the tenets of Deci and Ryan (2000) which says that conditions supporting the individual's experience of independence, proficiency, and relatedness are argued to foster change and high quality forms of motivation and engagement for activities, including enhanced performance, diligence and creativity and Locke and Latham (2006) which says that organizations must put in mind several conditions for a successful goal achievement such as importance of the expected outcomes of goal attainment, self-efficacy, commitment to others, feedback, task complexity and employee motivation. This would be achieved by the fresh insight gained from the findings which would be communicated to secondary school teachers through publication of the work, seminars organized for them.

The findings of this study will bring to the open some important issues and problems which Local Government, Teaching Service Commission at the State/ National levels would work upon to improve their operation for effective performance of teaching at the secondary schools which are: poor students performances in internal and external examinations, overcrowded staffroom for secondary school teachers, poor ventilation and lighting, unpleasant school

environment, divided attention in teaching, lack of knowledge and skills into the world's body of knowledge in subject area, succumbing to malpractices such as teaching students during examinations.

The findings of this study would be of benefit to the Teaching Service Commission holding regular meetings to work out initiatives to the problems of ineffective performance of secondary school teachers such as providing facilities for motivating better performance among teachers in Edo state, remuneration packages for motivating better performance among secondary school teachers in Edo state, staff training activities for motivating better performance among secondary school teachers in Edo state, job securities a motivator for enhancing the performance of secondary school teachers in Edo state. When these initiatives has been worked out, it can be disseminated to secondary school teachers through seminars to enhance their performance.

The findings of this study will help to reveal areas of problems in implementing the initiatives for enhancing the performance of accounting teachers such as overcrowded staffrooms for secondary school teachers, poor students performances in internal and external examinations, poor ventilation and lighting, unpleasant school environment, divided attention in teaching, lack of knowledge and skills into the world's body of knowledge, succumbing to malpractices such as

teaching students during examination to education planners. Through the discovery of this study appropriate guidance will be provided to education planners, both pre-service and in-service, on condition of service to take to make teachers enjoy satisfaction for the work or job they have been employed to do. The study will help to identify the extent to which education planners in the area use the information gotten on the causes of low motivation of secondary school teachers to improve the present condition of teaching. It will be in addition be helpful in locating the difficulties education planners encounter in their efforts to use the condition of service to enhance the performance of teachers.

Furthermore, the findings would serve as a guide to teacher-trainers (lecturers) in reassessing their strategies for teacher-preparation in order to adopt those approaches that would enable trainees to acquire the required knowledge, skills and competencies for effective performance in the teaching of secondary school subjects . This would be achieved by injecting practical activities into the training programmes for Secondary School teachers. Results from this study will be beneficial to teachers' researchers who will want to carry out further studies on the problems of low motivation of Secondary School teachers.

It will be helpful for the researchers in examining issues on conditions of service for the performance of teachers. The knowledge gotten from this study will

be used to devise means and suggest workable procedure that would meet the everyday needs of Secondary School teachers. This will be conveyed to them when this study have been published. The findings of this study will be of benefit to the students or learners who would understand that there would be no learning without teachers who are important in the scholastic achievement of the learners. This would be conveyed to the learners or students when this study is published.

The findings of this study will be of benefit to the General Public helping them to understand the worth of secondary school teachers in education, helping in the contribution of learning and working environment, and greater decentralization, which will help improve Secondary School teachers motivation for enhanced performance. This would be conveyed to the general public through publication.

Scope of the Study

The study is focused on condition of service such as facilities, remuneration packages, staff training activities, and job securities and teachers' job performance such as classroom management, presentation of lesson, subject mastery, effective use of teaching aids, a motivator for teachers in secondary schools in Ovia North East Local Government. However, the study will be delimited to public secondary schools in Ovia North East Local Government Area.

Definition of Terms

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

Teachers' Job Performance: This is the extent of teachers' effectiveness in the discharge of their duties.

Gender: This refers to male or female who heads any secondary school

Experienced Teacher: This refer to teachers with 11 years and above

Less Experienced Teacher: This refer to teachers with less than 10 years and below.

Training and Re-Training of Teachers: This refers to a series of lessons given to workers in an organization to increase their knowledge and skill for better job performance

Classroom Management: This refers to the methods and principles adopted by teachers in checkmating noise and maintaining discipline in the instructional process.

Presentation of Lesson: This refers to the modalities put in place by teachers to accelerate the effectiveness of the instructional process.

Teaching Aids: This refers to the apparatus that are utilized by teachers in arousing and solidifying students' interest in the instructional process

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is designed to review the literature related to the study. The review is done under the following sub headings.

- Theoretical Framework
- School Teacher Job Performance
- Relationship Between and Teacher's Job Performance
- Conditions of Service and Teacher's Job Performance Based on Gender of Teacher
- Condition of Service and Teacher's Job Performance Based on Teachers' Qualification
- Condition of Service and Teacher's Job Performance Based on Teachers' Experience
- Summary of Related Literature Reviewed

Theoretical Framework

Self -Determinant Theory

Edward L. Deci is a professor of psychology and Gowen professor in the social science at the University of Rochester and director of its human motivation program. He is well known in psychology for his theories of intrinsic and extrinsic

motivation and basic psychological needs. With Richard Ryan, he is the co-founder of self-motivation theory. Self-determination theory is a macro theory of human motivation that differentiates between autonomous and controlled forms of motivation. The theory has been applied to predict behavior and inform behavior change in many contexts including: education, health care, work organizations, parenting and sport.

It was not until mid-1980s that Self Determination Theory was formally introduced and accepted as a sound empirical theory by Deci, E.L and Ryan, R.M in 1985. Research applying Self Determination Theory to different areas in social psychology has increased considerably since the 2000s.

Metal theory: The Organismic viewpoint

Self Determination Theory is an organismic dialectical approach. It begins with the assumption that people are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self.

Formal Theory: SDT'S Five Mini-Theories

Formally Self Determination Theory comprises five mini-theories, each of which was developed to explain a set of motivationally based phenomena that

emerged from laboratory and field research. Each, therefore, addresses one facet of motivation or personality functioning.

Cognitive Evaluation Theory (CET) concerns intrinsic motivation, motivation that is based on the satisfactions of behaving “for its own sake”. CET specifically addresses the effects of social contexts on intrinsic motivation, or how factors such as rewards, interpersonal controls, and ego-involvements impact intrinsic motivation and interest.

The second mini-theory, Organismic Integration Theory (OIT), addresses the topic of extrinsic motivation in its various forms, with their properties, determinants, and cost. Broadly speaking extrinsic motivation is behavior that is instrumental- that aims towards outcomes extrinsic to the behavior itself. Yet there are distinct forms of instrumentality, which include external regulation, introjection, identification, and integration. These subtypes of extrinsic motivation are seen as falling along a continuum of internalization.

Causality Orientations Theory (COT) the third mini-theory, describes individual differences in people’s tendencies to orient toward environments and regulate behavior in various ways. COT describes and assesses three types of causality orientations: the autonomy orientation in which persons act out of interest in and valuing of tendencies to orient toward environments and regulate

behavior in various ways. COT describes and assesses three types of causality orientations: the autonomy orientation in which persons act out of interest in and valuing of what is occurring; the control orientation in which the focus is on rewards, gains, and approval; and the impersonal or a motivated orientation characterized by anxiety concerning competence.

Fourth, Basic Psychological Needs Theory (BPNT) elaborates the concept of evolved psychological needs and their relations to psychological health and well-being. BPNT argues that psychological well-being and best possible functioning is predicated on autonomy, competence, and relatedness. Therefore, contexts that support versus thwart these needs should invariantly impact wellness. The theory argues that all three needs are essential and that if any is thwarted there will be distinct functional costs.

The fifth mini-theory, Goal Contents Theory (GCT), grows out of the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness. Goals are seen as differentially affording basic need satisfactions and are thus differentially associated with well-being. Extrinsic goals such as financial success, relationships, and personal growth, with the former more likely associated with lower wellness and greater ill-being.

The relationship of this theory to the study on condition of service for enhancing the performance of accounting teachers in secondary schools in Ovia North East education zone of Edo state is that it will help the government to have a continuous sustenance on the initiatives that will enhance the performance of secondary school accounting teachers. This theory will help the secondary school accounting teachers in Ovia North East education zone to gain mastery over the challenges of sitting down to prepare lesson notes so that lessons or instructions can be delivered in such a way that the objectives will be achieved and developing new experiences which include teacher adequacy and competency in respect to pedagogical practice and strategies which gives the secondary school teachers entrance into the world's body of knowledge.

Furthermore on the relationship of the Self Determination Theory to the study at hand is that it will help the secondary school teachers not to be motivated by external rewards but will help them to have internal motivation such as achievement which will help them understand that the completion of an action is because the doer finds the action to be enjoyable and rewarding. This will bring about healthy development and functioning in the teaching of secondary school accounting. Also the social activities right of secondary school teachers must be given to them. This will include showing them love, an environment devoid of

intimidation and harassment which will enable them to internalize the goals, values and beliefs of the school to be able to give off their best. In addition, they need the basic things to ensure good health and stable mind to teach with zeal. Hence, extrinsic motivation in the area of salaries, incentives gains must be given to them to increase their productivity. Further opportunity for in service training that can give them entrance into the world's body of knowledge in secondary school accounting teaching should be provided for them. This study therefore is interested in how human motivation and personality are being built into the condition of service applied to enhance the performance of secondary school teachers in Ovia North East education zone of Edo state.

Concept of Teachers Job Performance

Job performance referred to an act of accomplishing or executing a given task (Lindsay, 2015; Griffin, 2012). Teacher job performance is defined as duties performed by a teacher at a particular period in the school system in achieving school goals (Obilade, 2019). Teachers job performance could be measured through teachers job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Cheng, 2012). When an individual is satisfied, their job performance might increase. They tend to be more committed to their work. Job performance is important to ensure the

quality of instruction taking place at school. McGregor (1960), developed the theory, of job performance in his “X” and “Y” theories. Theory “X” postulates that a negative attribute brings low performance while theory “Y” predicts that positive attributes result in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2014). There are a few reasons contributing to low level of teachers job performance such as inadequate pay, poor career structure, lack of promotion opportunities, poor teaching aids inadequate school disciplinary policy, head teachers’ leadership behaviour and students poor work attitudes and teachers behaviour (George, Lovw and Badenhost, 2018).

Indices of Teachers’ Job Performance

Classroom Management

Class room management is a term used by Teachers to describe the process of ensuring that class room lessons run smoothly despite disruptive behavior by student. It can also imply the prevention of disruptive behavior.

According to glossary of education classroom management refers to the wide variety of skills and techniques that Teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. When classroom management strategies are executed effectively, Teachers

minimize the behaviours that impede learning for both individual student and groups of students, while maximizing the behaviours that facilitate or enhance learning. Generally speaking, effective Teachers tend to display strong classroom management skill, while the hallmark of the less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Classroom management extends to everything that Teachers may do to facilitate or improve student learning which would include such factors as:

- i. Behaviour- a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, to mention but few.
- ii. Environment - a welcoming, well lit classroom filled with intellectually stimulating learning materials that is organized to support specific learning activities.
- iii. Expectation - the quality of work that Teachers expect students to produce, the ways the Teachers expect the students to behave towards other students, the agreement that Teachers make with students.
- iv. Materials - the type of texts, equipment, and other learning resources that Teachers use

- v. Activities - the type of learning activities that Teachers design to engage students interest, passions and intellectual curiosity

In recent years, classroom management has received an increasing amount of attention from education leaders, reformers and researchers who have begun to investigate, analyze and document the effective strategies used by successful Teachers. The growing emphasis on classroom management is based on general recognition that effective instruction requires effective classrooms management, and the strong management is the foundation of strong teaching. Today, research has shown us that Teachers ' actions in their classrooms have twice the impact on students' achievement as do school policies regarding curriculum assessment, staff collegiality community involvement (Marzano, 2013). One of the classroom Teachers ' most important job is managing the classroom effectively.

A comprehensive literature review by Wang Haertel and Walberg (2013) amply demonstrates the importance of classroom management. These researchers analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list 228 variables affecting students achievement. They combined the results of these analyses of all the variables; classroom management had the largest effect on

students' achievement. This makes intuitive sense- students cannot learn in a chaotic, poorly managed classroom.

Presentation of Lesson

Presentation of lesson as used here, refers to the extent to which teacher have attuned themselves to the knowledge and use of modern automated office equipment for instructional and professional purposes. In this area, although the author is only beginning to assemble some useful data, the situation does not appear to be impressive. In recent times, there has been a shift of emphasis from that of teaching business subjects through ‘chalk and talk’ to that of applying the resources provided by information and communication technology (ICT). It is concerned with systems for the creation, acquisition, processing, storage, retrieval, selection, transformation, dissemination and use of vocal, pictorial, textual and numerical information (Further Education Unit, 1984). Thus, the availability of items such as printers, disk drivers, fax and Internet facilities in a teachers college should be regarded as a move towards the application of advanced information technology.

Apart from a few Federal teachers’ colleges, most others with education departments have virtually nothing to show even in the way of peripheral items. Whatever there is (e.g. electronic typewriters, adding machines) is allocated for administrative use. So, in terms of Computer-Aided Instruction (CAI) and Computer-Aided Learning (CAL), which involve person-machine interface,

teachers' colleges in Nigeria are generally non-starters. The problem may be accounted for by factors such as a lack of funds and the expensive nature of equipment for education, a situation compounded by the falling rate of the naira and the relative lack of commitment on the part of most of the administrators of institutions where teacher education programmes are housed. Part of the problem may be traced to a lack of policy on ICT by most teachers' colleges.

Subject Mastery

As the scope of computer-based learning is likely to become much wider, the mode of instruction will equally be affected. The traditional areas of research in teachers education will become less useful. In order to produce teachers who will be able to teach students in a multimedia classroom of the near future, research efforts in the area of instructional software packages which reflect the Nigerian background will have to be undertaken with professionals in the area of engineering and technology. Teachers will have to be able to produce relevant learning software packages for use in their respective subject areas, instead of waiting for commercially produced ones, which may not meet their particular needs.

In furtherance of the above, as has been discussed all along, some skills are likely to become obsolete later in the century. This then informs the need for a

workable staff development policy that will influence the retraining of teachers whose skills will turn out to be unmarketable. As a way of coping with the new research direction called for in the preceding paragraph, staff development will also have to centre on the area of new technology application in the classroom. It is on this basis that teachers will be able to develop the conceptual skills for designing and conducting their instruction, as well as engaging in innovative research. Furthermore, teachers will have to pay great attention to their own self-development through a number of processes such as Internet browsing, seminar attendance, reading of current books and journals in their areas of study, and registering and playing active roles in relevant professional associations.

Effective Use of Instructional Materials

The success of any learning process depends largely on the instructional procedures. Emmanuel Obasi, (2013) sees instructional materials as educational resources use to improve students' knowledge, abilities and skills, to monitor their assimilation of what is being taught. Instructional materials are content that conveys the essential and knowledge skills of a subject in the school curriculum. Instructional materials could also be seen as variety of materials in any format which influences the students learning and instructors teaching. They include, but are not limited to. textbooks, library books, periodicals, pamphlets, art prints,

pictures, transparencies, films, filmstrips, slides, video cassettes, video discs, audio cassettes, sound recording, compact disc, computer software. CD Roms and electronic resources. The effectiveness of instructional materials depend upon the manner and the degree to which they meet the needs of Teachers and students. Instructional materials support learning content, allow students to engage in the application of concept and provide an opportunity for evaluation. They are developed to facilitate learners understanding.

Instructional materials come in different shapes and sizes but they all have the ability to support students learning. They are very important, especially for the inexperienced. Teachers rely on instructional materials in every aspect of teaching. They need materials for background information on the subject, for lesson planning and for students' assessment. In addition to supporting learning, more generally, learning materials can assist Teachers in an important professional duty: the differentiation of instruction, that is, tailoring of lessons and instruction to the different learning styles and capacities within the classroom.

Relationship Between Availability of Facilities and Teachers Job Performance

Teaching aids are a collection of buildings used to provide educational programs for students. These facilities provide students with a place to learn that is

under the direction of teachers. In the context of the school system, they are those things that enable the teacher to be able to teach effectively and contribute to the achievement of the school goals and objectives without fatigue and distraction (Dan, 2016; Dejimi 2013; Fijabi, 2014; Unuoha, 2015; Oladewa, 2016, Ijaduola, 2017, 2018). According to Adeboyeje (2000) and Emetarom (2014), Teaching aids are the physical and spatial enablers of teaching and learning which will increase the production of results. Teaching aids serve as strong support for effective teaching and learning. Akinsolu (2014), asserted that educational curriculum cannot be sound and well operated with poor and badly managed teaching aids. The teaching aids include block of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. He stated further, in Nigeria, public school admission has continued to increase without a connected increase in facilities for effective teaching and learning.

These improve the work and health of accounting teachers. Adams (2014) submitted that a quiet, cool and clean beautiful environment makes the teacher happy and enhances his or her performance and productivity. Akporehe (2019) observed that the presence of a good working condition has positive effect on teacher's attitude towards their job. He maintained that when such facilities are

poor or not provided, the teachers' confidence and enthusiasm becomes low and the degree of commitment reduces. He further stated that most times, school supervisors look down on the teacher on the field and they do not work together to achieve the goals of the education industry. The accounting teachers need to be supported, helped in improving their self-esteem and respect in executing their duties. The general public sees the teacher as inferior government teachers because of the position given them by virtue of their poor work environment.

Motivation is seen in the make up of the school which determines the effectiveness of the school. Awwalu and Najeemah (2012), have these things to say about school climate, school culture, classroom ecology, school physical plants and administrative organization in school because they all make up the physical working condition of the secondary school teachers which if not put in proper place can dampen teachers motivation leading to teachers low performances in their jobs.

School climate: The school climate (environment) is a description of the total written or unwritten, academic, social and administrative rules that affects and effects the behavior of teachers and students. School culture: School culture are beliefs, that are socially structured with the features of rules and regulations, within the school settings. Classroom ecology: The classroom ecology concerns

itself with the teaching and learning rule in every school setting. The classroom is the most carefully place where the intentions of all educational plans are tabled down to its micro level. The importance of the teachers activities in the classroom was equally recognized by, Federal Government Nigeria (2014) that, no nation rises or will rise above the level of its education, this involve both the buildings, subject matter and teaching methods used in teaching, as no education system can go beyond the quality of its teachers.

School physical plants: The school plants are supposed to be for confirmability, as an important factor with essential features, toilet facilities for teachers and students, good classroom structures that are strong and safe, types of building fitting must be humanly opinioned. Administrative organization in school: Leadership style affects school environment (dealing with both the seen and unseen governing rules and regulations). A difficult administrative organization causes fear in students, lateness and absenteeism.

Cleanliness is part of the physical facilities that must be adequately taken care of. A dirty school is unpleasant to teachers; it affects their emotions and people react to their surroundings (Aladesanmi and Olaoye 2012; Borisade, 2014; and Eletu, 2016). Mills (2013), explains that a clean school office contributes not only to the health and general wellbeing of the teachers but also to the neatness

and accuracy of work. A teacher working in a dirty class will tend to become untidy and careless in his work. Other conditions of proper physical working facilities include adequate floor covering, adequate ventilation, rest rooms, recreation facilities, canteen services, health safety and fire precaution, good furniture and pleasant decoration of the school. According to Gbenu (2012), evidence of dropouts mostly at the primary and secondary levels in Nigeria, irrelevant curriculum content and lack of appropriate teaching aids shows that the quality of education offered at these levels is far below what is given in developed countries. Classrooms are so crowded that teachers are made to cope with over eighty students. Also Gbenu (2012), made note that teachers and students have to walk long distances to get to school due to non-availability of staff and students buses, poor road network and much potholes on the roads causing hold-ups, a journey of half an hour takes about three hours so that the time to be spent in schools by teachers and students reduces drastically. Olagboye (2014) among the challenges facing teaching he made mention of inadequate provision of infrastructural facilities, teaching aids and instructional materials in schools. The poor facilities of teachers has gotten to an “intolerably low point”. The organization gives concern to the serious erosion of accounting teachers working condition worldwide and the resultant massive exodus of qualified and experience

educators to better-paid jobs. Rao (2017), identified various differences that can cause low motivation which will result in the poor performance of teachers in the organization of which the environment and health discrepancies were mentioned which would be relevant to the study of the facilities for accounting teachers. He explained that the environment discrepancies are environmental limitations that can hinder the teachers from performing their task, these include temperature, or illumination, or inconducive ventilation. The performer may lack the required tools, equipment and materials, the furniture and facilities may be inappropriately fashioned, causing stress. He went further to explain health discrepancies, “a performer who is not physical fit cannot reach peak performance”.

Good teaching aids must be provided to make available conducive work condition for accounting teachers to enhance their performance in their work. Baily (1970) cited in Tella and Tella (2013), indicated that poor teaching aids were considered a major cause of poor academic performance in schools, such as overcrowding together with its attendant noise and fatigue outcome. Good teaching aids must be provided to make available conducive work condition for accounting teachers to enhance their performance in their work. The usefulness, to make available a safe work environment for employees has had a long history in human resource management. Brenner (2014), was of the opinion that “the ability

to share knowledge throughout organizations depends on how the work environment is designed to enable organizations to utilize work environment as if it were an asset. Work environment is an asset, in other words it must be designed in a way which allows for sharing of knowledge among the secondary school accounting teachers which will enhance their performance. Kyko (2015), posited that there are two types of work environment. These are identified as conducive work environment which gives pleasurable experience to employees and make them actualize their abilities and behaviour. Toxic environment according to him results in unpleasant experiences and at the same time, deactualize employees behaviour. Brenner (2014) was of the opinion that “the ability to share knowledge throughout organisations depends on how the work environment is designed to enable organizations to utilize work environment as if it were an asset. He maintained that, this help organizations to improve effectiveness and allow employees satisfaction and free flow of exchange of ideas is a desirable way of motivating employees towards higher productivity. He stated further that, work environment when suitably made, motivates employee toward higher productivity, he asserted. From the discussions so far, the researcher has proved that the facilities available goes a long way in enhancing the performance of Secondary

School accounting teachers of which this research seeks to investigate in Ovia North East Education Zone of Edo state.

Relationship Between Remuneration Packages and Teachers Job Performance

The input of teachers is seen in the result it yields. Sufficient remuneration packages will increase the toil of productivity of teachers. Nakpodia (2018) suggests that job security of teachers in terms of income and employment will enhance stability of personnel and a long term commitment. When teachers' salaries are not paid as at when due the extent of the commitment of the teacher reduces. He maintained that, continuous industrial actions due to non-payment of teachers' salaries, leave and other allowances are common occurrence among the secondary school accounting teachers. He stated further that, most teachers now engages in other businesses which takes so much of their time and interest that teaching becomes a secondary assignment. They do this because they do not know when their next salary will be paid. He continued that, the habit of paying secondary school accounting teachers' salaries well in arrears has made room for a very poor work environment, which has taken its toll on their productivity. Olagboye (2014) listed the challenges facing teaching of which he made mention of poor remuneration of teachers and poor conditions of service which reduces

their commitment to teaching. Rao (2017), identified various differences that can cause low motivation which will result in the poor performance of teachers in the organization of which motivation discrepancies was mentioned. He explained that motivation discrepancies include the inability to be committed because they do not know what to do, communication breakdown on teachers performance, no incentive for excellent performance. From this statement or theory of Rao, it can be deduced that if remuneration and adequate incentives are not given to secondary school teachers there is high tendency of secondary school teachers performance to be low in their job.

The remuneration packages given to secondary school teachers goes a long way in affecting their performance either positively or negatively. Olukoya (2012) in respect of the conference on the state of Education in Nigeria addressed by president Nigeria Union of Teachers on the payment of Honorarium for MDGs workshop for the training and retraining of teachers by National Teachers Institute (NTI) one of the major stakeholders in Education, the training arm of the federal government has taken pleasure in depriving the teachers of Nigeria this way evidenced by the way and approach the MDG training and programme for 2011 was handled. He maintained that, teachers were to be paid a little amount of ₦14,000 per participant for the six day training programme made for teachers

maintained by NTI under the control of 2011 MDGs programme, the institute instead short-changed the teachers by paying ₦2,500 to each participant.

Still on the remuneration packages for enhancing the performance of secondary school accounting teachers, Ololube (2014) accepted that teachers' complain and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a regular standoff over the increase in salaries, benefits and improvements in working conditions of teachers. He maintained that the federal and state governments have disagreed that the current economic realities in the country cannot carry the demand increase in salaries, benefits and improvements in working conditions. He continued, specifically they disagree that teachers' request are more than the government resources.

An appropriate balance must be struck between employee's input (e.g. hard work, skill levels, tolerance, and enthusiasm) and employees output (e.g. salary, benefits and intangibles such as recognition). This is suitable to ensure a strong and productive relationship with the employees, with the general result being satisfied, thus motivates employees. A good policy that concentrates on motivation and payment of good salaries should be instituted, since teachers like other employees have the duty of caring for their families. The needs are paying school

fees. It is very important for teachers to be paid salaries that will make them earn a living. Teachers like other employees, have the duty of caring for their families the needs are paying school fees, food, rent and fare, medical cover etc. It is imperative to motivate teachers particularly those who live in cruel environment so as to attract them and create a positive attitude towards teaching profession. Motivation for teachers who do well in their job is equally vital as it will encourage them to do better.

Relationship Between Staff Training Activities and Teachers Job Performance

Staff training activities is important in the education system. This would make teachers competent in their jobs. According to the Oyenike, Adesoji, and Adebayo (2019) in Meifa (2014) there are 72 such colleges of education in Nigeria, in addition to the faculties of education in almost all universities in the nation, which produce graduates with Bachelor of Education (B. Ed) degree and Diploma in Education of different graduates of other disciplines who wish to become professional teachers. There are also different institutes of education in Universities that render refresher and in-service training programmes for teachers. They stated further, that the teacher is therefore supposed to be a specialist in whatever subjects he or she is trained in while the education courses are to prepare

him or her for competent classroom work. Osartin (2019) cited Oyeyinka (2019) in her address who listed the following conditions for a full professionalization. These are provision of vital service to the public, it is a lifelong work; a job, or a career it requires a long period (sufficient) of specialized training, it also required a degree of some amount of intellectual training and work, it requires an organization to set it up, there is the issue of its autonomy it requires certification of members and there is also code of conduct.

To be professionally qualified, a teacher ought to acquire the requisite academic and professional certificate in teaching, like the NCE, B. A, B.Sc (Ed), B.Ed, PGDE. In addition they should be permitted by the teachers registration council of Nigeria (TRCN) on an agreed time scale basis. In Nigeria public discussions mostly focus on educational standards. Students performance is not up to the government and parental investment. All stakeholders are bothered on why the system must be turning out graduates with poor results. To them, it is questionable whether or not teachers in the public secondary schools, the most vital factor in the effectiveness of schools and in the quality of a child's education are competent to teach effectively. The National Policy on Education states, "No education system can rise above the quality of teachers in the system" (FGN, 2016). Edosaju (2014) states that the academic standard in all Nigerian

educational institutions has fallen considerably below societal expectations. Blumede (2017) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practice and strategies and mastery of the curriculum and subject content (Chall and Popp, 1990; Stuart, 2014; Rodgers, 2017). In support of the aforementioned scholars, Ekwesili (2016) institutionalized the Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classroom and other related 'how effective and efficient the teacher performs in schools'. Raising educational standards should be the government's number one priority. Lassa (2018) and Guga (1998) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Corroborating this, Owolabi (2017) stated that government should find all possible means to retain veteran and experience teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. In Akudolu (2012), Learning in

information Age calls for teachers new role. Accounting teachers cannot depend only on the traditional tools such as chalk, textbooks, overhead video projectors and other types of traditional instructional materials to teach students the skills needed for existence in the Information Age. The era when teacher were traditionally considered as “directors, lecturers and disseminators of information” (Rhodes, 1990:46) is over. Olagboye (2014) listed the challenges which are evidenced and which have hindered teachers motivation at secondary school level which he mentioned that the supervisors lack training in supervisory competencies because some supervisors were promoted on the basis of seniority and length of service but not appropriate training and qualification. According to Babalola (2017) the low staff training activities have resulted in the using of unqualified and untrained personnel in the inspectorate services which have resulted in poor quality control causing shortage of manpower in the inspectorates. Rao (2017) identified differences that can cause low motivation for teachers especially in the area of staff training activities and made mention of skill and knowledge discrepancies which he wrote, that the lack of adequate performance can be as a result of not knowing basic concepts, or perhaps the performers, not having the necessary skills to perform.

To upgrade/update teachers' knowledge and skills in curriculum implementation while in putting in them virtue of dedication, loyalty, commitment, discipline and resourcefulness will depend on the pursuit on the following goals: producing teacher's training that is oriented to meet the challenge of the twenty first century, nurturing a commitment of lifelong learning that is creative, innovative and responsive to changes in the world of knowledge and the changing needs; designing and enriching subject content to ensure that the teacher trainees attain a high level of mastery of subject matter; building the capacity of teacher trainees in the use of effective communication skills and relevant technology including information and communication technology for effective distance learning delivery; strengthening the institute's monitoring, evaluation and feedback mechanism to ensure effective and efficient service delivery; establishing effective research capability in order to ensure that all the institute's programmes are based on scientifically established grounds in terms of who needs training and the content of training required, reweaving and revitalizing in-service training and retraining programmes for all categories of school administrators and school supervisors; regularly and teachers restructuring curricula of all the institute's programme to bring them in-line with changing realities (Okafor, 2018).

For teachers to be competent in Information and Communication Technology they must have their personal computers which they use in practicing. According to Akudolu (2012), the new roles should assume the roles of seekers, long-range planners, collaborators, researchers and mentor/mentees. She continued, a teacher cannot do these roles unless he or she is at home with ICT. Accounting teachers have to use technology of the day such as computers, interactive video, CD-ROM, satellite communications and develop new teacher roles. The development and use of these Information and Communication Technology (ICT) devices and ideas to develop human learning is the hall-mark of an ICT driven curriculum.

Relationship Between Job securities and Teachers Job Performance in Secondary Schools

Job is what you do to get payment. Security is the activity of keeping people, building, or a nation from harm. Hornby (2017) defined job as work for which you receive regular payment. Hornby (2018), defined security as activities involved in protecting a country, building or person against attack, danger etc.

The concept of job security started gaining popularity in the recent times as a result of economic pressures on organizations. This could be the reason why Adebayo and Lucky (2012) agreed that job security has become indispensable in employee and organization preference list, particularly due to economic reasons. Globally, about 75% of the employees preferred to keep their jobs compared to other factors in their preference list (Towers Watson, 2010). Therefore, the vital confrontation facing the organization is not just to employ and retain teachers but to ensure that employees are assured of their jobs for as long as they wish. Job security is defined as the assurance in an employees job continuity due to the general economic conditions in the country (James, 2012). It is concerned with the possibility or probability of an individual keeping his/her job (Adebayo and Lucky, 2012). Jobs which are not backed by indefinite contract or cannot be guaranteed for reasonable period are deemed to lack job security. It is also seen as the employees free from the fearbeing dismissed from his/her present employment or

job loss. It is the assurance from the company or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed (Adebayo and Lucky, 2012, Simon, 2019).

Some scholars called job security employment security, according to Clarke (2018), employment security refers to the ability of an individual to look for jobs and being able to stay in the jobs which is relevant in the labour market. It also refers to the ability to move in the labour market through identifying one's potential to get a job and also looking for alternative jobs (Forrier and Sels, 2013). In otherwords, employment security relates to marketability of the teachers in the existing labour market. According to Omede (2012), there are unpleasant cases of underdevelopment due to lack of technological and industrial advancements as well as low and non- regular power supply. The most recent and worrisome problem, added to the ones mentioned above, is the reported cases of insecurity that manifests in armed robbery, kidnaps, arson, ritual killings, corruption, political violence and terrorism called themselves the "Boko Haram" with the youths at the center stage. This is coming up after the governments of this nation had had long battles with youths from the Niger Delta area who felt deprived and abandoned over exploration of petroleum or oil deposits in the area. According to him, Nigeria is no longer at peace and so many things seems to be falling apart

because the centre seem to be losing control. The Minister of Defense and the security adviser to the president were recently relieved of their position and every right thinking Nigerian should expect this because of how these violent men let a strong force through violent behaviour without much reasonable federal government military opposition resistance or orders. To stop this menace in the country the researcher supports what these scholars whose views are below said.

Infact, some technical colleges in Kogi were structurally changed to government secondary grammar (Omede, 2015) because of lack of patronage of students as well as demands from the communities where the schools were located. Candidly speaking, if Nigeria must go higher technologically, she must change to this model. According to Gusau (2018), this model had worked for America, Japan borrowed it from them and it worked for them. Infact, what some American educationalists have started supporting is “new vocationalism” to make their education more practical and result-oriented. New vocationalism in an easy term is a plea for schools to combine academic and vocational subjects together. Castro (2012) presented about eight different models on how to combine vocational and academic subject. He maintained that, more academic contents could be included into vocational courses, or that, academic courses could be made more vocationally useful among others. He continued that good moral, appreciation of and respect for societal value is encouraged.

The teachers' conditions of service are not enticing enough to attract and retain the best of brains in the profession (Durosaro, 2016). There is the problem of attrition in the teaching force and little enrolment of teachers. Ajayi and Shofoyeke (2013) claimed that the continued uncomplimentary public perceived image of teachers may not likely attract the right calibre of people to be retained in the teaching profession. Today there are holders of professional qualifications in Education serving in the banks, customs departments, hotels, immigration, airways and so on. For teacher education to get its pride of place in this democratic era it is compulsory that the orientation of people as regards their perception of teachers and the teaching job be changed.

Teaching as a profession has its ethics to guide members in the discharge of duties. According to Akindutire and Ekundayo (2012), Job security for secondary school accounting teachers can be made through improving condition of service which include giving teachers with relevant additional qualification appropriate grades, teachers can transfer from one state to another without loss of status, special incentives for teachers in difficult terrains. Teaching as a profession, has its ethics to guide members in the discharge of their duties. The Federal Republic of Nigeria (1998) in the Teachers' Manual stipulated, as one of the ethics of the teaching profession, that teachers will not reveal examination questions, either internal or external, to anyone and in marking examination scripts, they will be

fair to all students, they will not condone or connive at examination malpractices. Ajayi and Shofoyeke (2013) reported that teachers often succumb to the pressure of the lazy students to engage in examination malpractices both internal and public examination. This act of the teacher nips the names of the teacher in the mud. Professional teaching qualification should be made compulsory, government should make it mandatory for all in the teaching jobs, at all levels, to acquire teaching qualifications.

Satisfaction is important in job security, when teachers are satisfied with their job they would not leave for other jobs elsewhere. Still on the issue of job security, Fatimah, Noraishah, Nasir and Khairuddin, (2012), restructuring of organization through mergers, teachers laid off and closing of organizations has impact on thousands of teachers worldwide through unemployment. This situation gives rise to the issue of job security (Probst, 2015). Many see job security as part of job satisfaction which is an important element in an organization because of its relationship with work behaviour. When a teacher is not satisfied with his job he will start looking for other jobs and less committed to the organization and when he is privilege elsewhere he will have the tendency to leave the organization. These views reviewed will provide a basis of analyzing the ways job security is used as a way of motivating accounting teachers for better performance in the

teaching of accounting in secondary schools in Ovia North East education zone of Edo state.

A SCHEMA

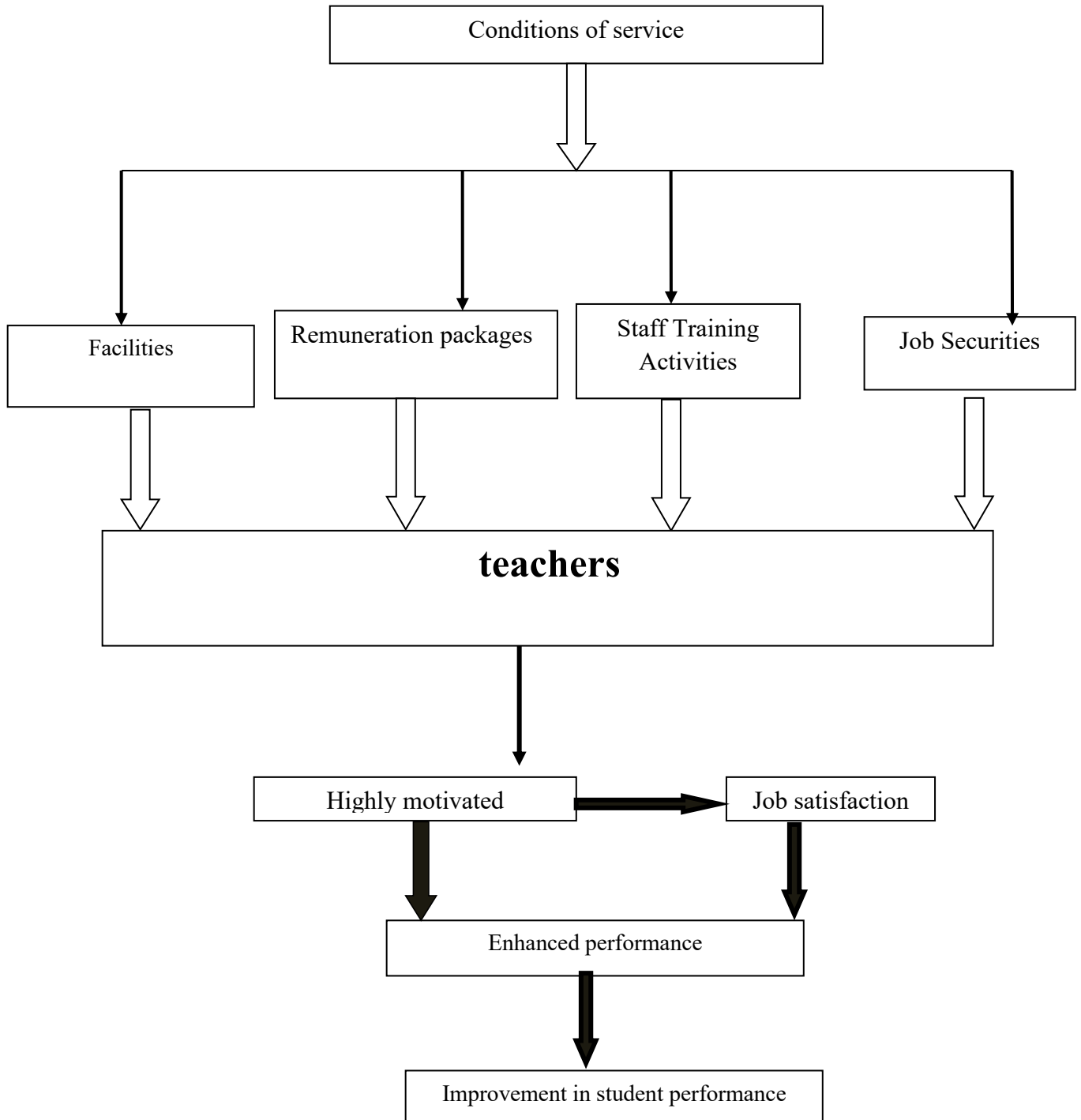


Fig1: Schema for Condition of service for enhancing the performance of Accounting teachers.

Condition of service which are those plans, ideas put in place by agencies concerned to ensure that the objectives of the organization are achieved which include: facilities, adequate remuneration packages, staff training activities and job security made available to the teachers of accounting to enable them to be highly motivated and thereby leading to their job satisfaction and improved performance.

Conditions of Service and Teachers' Job Performance Based on Gender of Teacher

Gender refers to the socially constructed roles of men and women. Gender could also be described as the behavioral characteristics distinguishing between masculinity and femininity in any society. Gender, according to Pollard and Morgan (2012), refers to the socially constructed expectations for male and female behaviours which prescribe a division of labour and responsibilities between males and females. According to Oluseyi (2018), gender studies is traced to the 1976 University of Sussex workshop on the subordination of women where a consensus emerged that unlike sex, which is biologically determined, women's subordination is socially constructed. Hence, while sex refers to the biological differentiation between males and females in terms of their reproductive functions, gender refers

to the differentiation between the roles of men and women as socially constructed by society through socialization (Onyeonoru, 2015). Thus, while sex is biological and fixed, gender is varied in space and time and is culturally determined.

The World Bank report on gender, conflict and development according to Bouta, George and Bannon (2015), viewed gender as socially construed roles ascribed to women and men as opposed to biological and physical characteristics, and which vary according to socioeconomic, political and cultural contexts, and are affected by other factors including age, class and ethnicity. They posited that gender roles are learned and negotiated, or contested and are therefore changeable. Although, there are differences in roles between men and women, both can also combine different roles individually over time, or even simultaneously. Madunagu (2015) defined gender as a widely shared ideas and expectations concerning men and women which are typically masculine and feminine characteristics and abilities. Gender, therefore, refers to commonly shared expectations of how women and men should behave in various situations. These ideas and role expectations reflect and influence the different roles, social status, economic and administrative power of men and women in the society.

Scholars have given contrasting views about gender difference in performance effectiveness among school administrators. Daresh and Male (2017),

reported that females teachers are more effective and efficient in school administration because they extend their motherhood roles to the school environment. Uko (2018) contend male superiority over females as male teachers usually apply their domineering capabilities to achieve the school goals. The tacit assumption in most South- South States of Nigeria according to Ezeh (2017) is that males are superior to females in most things that count. Females are assumed to be dependent on males for taking initiatives and for leadership. Since teachership involves exercising the role of a leader or administrator in secondary school, one wonders whether the socio-cultural influences that expose males to different problems solving situation and place females in subordinate position would affect the performance of the different genders in school administration. These suggest that there are fundamental differences in the leadership, beliefs and practices of male and females leaders. Ezeh further stated that it has been frequently claimed that female leaders are more collaborative and relational. This means that female teachers relate more friendly with subordinates teachers and students as well as the community where the school situates.

There are indications that these assumptions may not be always true. Recent gender discourse, according to Fadekemi and Isaac (2019), reveals growing skepticism with the validity of gender typecast of men as instrumental,

bureaucratic and competitive being and women as nurturing, relational and collaborative. Accordingly, theories based upon transmission models of gender socialization are also too simplistic. They fail to recognize that individuals who become teachers and teachers draw their beliefs from a range of value system and undergo extensive periods of training and reflection which may lead them to question broad social norms.

This could imply that there are a lot of complex social forces which interact with gender to produce a range of beliefs and values which could be cultural, institutional, historic, and environmental in performance effectiveness (Gbinigie, 2017). Grogan (2016) argued that women were not only positioned by the discourse of educational administration but were simultaneously positioned by other dominant discourse of motherhood, house hold management, labour and relationships.

Therefore, many of the obstacles women face are a consequence of the demands of these clashing discourses. Those women who were successful had found ways to navigate their career path through the demands of competing discourses. Saduwa (2018) maintained that gender has its own advantages and disadvantages for management effectiveness of an administrator but there is more emphasis on their capabilities. Research suggests that among the whites and

middle-class Americans, the following gender schemas are prevalent: Men are action-oriented, assertive, independent and task-focused; women are expressive, nurturing, and oriented towards and caring of other people (Gareth and Jennifer, 2016). It was also noted that any schemas such as these are bound to be inaccurate. For example, not all women are alike and not all men are alike, and there are many women who are more independent and task-focused than men.

In assessing male and female teacher's managerial performance, Vincent (2018) pointed out that men exhibit low dependency on feelings of competence in judging self-work while women are more sociable and caring. It is sometimes argued that since women have been socialized to be more "open" or "interpersonally aware", their managerial style is likely to be less autocratic than that of many men. In some parts of Nigeria, there are fewer women than men that hold administrative position. According to Peil cited in Wagbara (2014), employers of labour are always reluctant to accept women in key sensitive positions which demand high frequency of attention such as monitoring and overseeing specific performance. Men are highly effective in this position than women because of time spent by women on their pregnancy, maternity leave and monthly flow which make their male counterparts more effective than them.

The role of gender in school-community relationship has been discussed. Ozunna (2017) stated that women by their nature and nurture are generally less prone to the vagaries and vicissitudes characteristics of the political arena. They are consequently very apprehensive of such acts which are likely to polarize their self-actualization and thus create an internal distortion within them. It has been known that apart from few women who have made significant impacts on their job, administrative positions have been one of the areas women have not performed so wonderfully (Reshine, 2013).

Continuing, Reshine maintained that women are limited in their capabilities and endeavors to establish remarkable school-community relations. Male teachers always maintain better relationship with the problems often associated with local politics, especially in a community torn apart by bitterness and feud. Nwagwu (2015) observed that in some countries only very few husbands if any, would allow their wives to be exposed to the problems, harshness and uncertainties of community politics in the name of running a school.

Wives are therefore seriously cautioned against this which have made some women even afraid of the community they find themselves. This makes some to disregard the community oblivious of the fact that the school cannot exist without the community. This therefore goes to buttress the claim that most schools led by

female teachers have problems coping with the establishment and maintenance of good community relationship (Wagbara, 2014).

Most scholars hold the view that men make better teachers than women, but in actual fact it may not be so. Akande (2017) stated that only very few of the women in the labour force find themselves in the supervisory and managerial cadres in their respective occupations. Women are looked down because of their weaknesses and are seen as inferiors but statistics have shown that they equally perform well as school teachers. Akande further noted that although management has been traditionally male dominated, statistics show that women can do the work of teachers, even in some cases perform better than their male counterparts. The contrasting views on which gender enhances teacher's performance in the task areas of secondary school management was tested in this study.

Relationship Between Conditions of Service and Teachers' Job Performance Based on Qualification of Teachers

Professional qualification refers to the skill and standards of behaviour expected of a trained person to perform specialized tasks. Mgbodile (2014) defined professional qualification as a body of knowledge acquired by a person after a programmed learning designed for performance in a specific task. The body of knowledge, skills and values makes person a professional, and capable of high performance. According to Williams (2016), professional qualification are

required for practice at a high level in certain jobs or professions. Professional qualification refers to the competencies of members of a given profession. Onwurah (2014) stated that professional qualification is the increased growth and advancement in knowledge, skills attitudes and sophistication needed for continued effective performance of a profession and its members. Onwurah further explained that professions have specific certification that qualify one to become a member. It is only possible to join these professions if one has passed the prescribed courses the professional body has approved. Professional training plays important role in the task performance of educational administrators. In view of the role of professional training in the functioning of the school teachers, Okolo (2017) emphasized the need for training and development of newly appointed teachers.

Professional qualification is a vital factor for Teachers to exercise positive influence, control and have authority over the behaviour of the teachers, students and the entire staff in the school. It is a symbol of one's intellectual maturity and experience not only in his management of school staff but also in management of school finance (Onyejemezie, 2019). Fletcher and McInemey (2015) opined that professional training is critical to efficient performance of school teacher. According to Kalagbor (2014), professional qualification of a teacher when

juxtaposed with administrative effectiveness has some relationship. It serves as a means by which the teachers potentials for maximum effectiveness is assessed. Ellah (2014) commented on the issue of qualification of teachers and noted that the academically qualified teachers have shown the tendency to succeed more than their non-qualified counterparts in a situation where many things have to be managed. This is so because adequately qualified ones have the confidence and courage to use their initiative and to experiment.

Ibukun (2018) reported that teachers with professional qualifications are more productive than those without such qualification. It is believed that specialized training empowers and motivates such teachers for better performance. Eyike (2016) also affirmed that teachers who completed in-service trainings were more effective than those who did not. An important implication of this is that professionally trained teachers perform their roles better than non-professionals in the management of secondary schools. From the fore going, teachers' professional qualification seem to have a relationship with their performance. Though professional qualification has some research evidence in support of its potential in improving teachers' job performance

(Nwangwu, 2016), Ogbaji and Oti (2016) posited that professional qualification of teachers has no impact on their job performance. It is therefore

important that the relationship between professional qualification and teachers' performance in the critical task areas be examined. This study provides an opportunity to examine this relationship.

Relationship Between Conditions of Service and Teachers' Job Performance Based on Experience

Experience is the number of years or the period a worker has been performing assigned duties. The term experience is defined as professional growth that takes place in the educator as a result of continued stay, or study on the job and other related processes (Hallinger and Heck, 2016). Experience as viewed by Sturman (2017) is the culmination of job specifics from action, practice and perception of the task and duties associated with a specific job due to training and retraining on the job. Experience is a person's particular instance for encountering or undergoing through something. This relates to a person finding himself in some situation and being aware of it. Carroll and Harrison, (2018) explained experience to mean the totality of such events in the past of an individual or group; a sense of knowledge that one saw or participated in previously. Specifically, administrative experience is a growth in personal and inter-personal leadership skills, knowledge and values due to continued stay on the job or through training.

The general notion according to Obasi (2019) is that every employer believes that employees with high level of experience perform better than those with lower experience. This conception is still a matter of great debate among researchers in education and management sciences. The truth is that the more an individual performs a job over and over; there is a higher tendency for

specialization as a result of experience as he remembers more of what he does (Okpalugo, 2018).

Many authors believe that experience is related to performance. Nwangwu (2016) opined that experience is a major feature of most profession. Such experience has been observed to assist in developing the required social and intellectual skills, learning how to work closely with other people and in finding out about individual interests and differences. Peretomode (2017) pointed out that experience enables teachers to monitor and supervise the various aspects of the school activities like teaching and learning school plant and records, as well as extracurricular activities. Experience is one factor or quality, which cannot be over emphasized in the choice of school administrators. This is because in climbing the seniority ladder, the teacher would have been a form master/mistress, headmaster/mistress, games master/mistress or a vice teacher.

After going through these various positions, the individual would have acquired enough experience to be able to lead other people in the development of leadership trust and team work. This is also why supervisors of schools are selected from experienced teachers and teachers (Mbiti, 2013); for job experience leads to accumulation of relevant knowledge, skills and abilities for the effective performance of a particular job.

Professional experience comes through training, and working on the job. According to Peretomode (2018), the teacher who is an instructional supervisor in the school system is expected to have professional experience which is not spontaneous but acquired through developmental and professional training programmes. This position therefore holds that experience can influence the administrative ability of teachers. Fadekemi and Isaac (2018), affirmed that experienced teachers operate from a deeper and more sophisticated knowledge base. Their years of working experience have given them extensive repertoires to effective management, counselling, supervision, and evaluation of teachers under them.

From the foregoing, there is a perceived relationship between experience and performance effectiveness of teachers in the management of schools. This statement is supported by Okolo (2001) who opined that the major influential factor to effectiveness of school administrators today is experience gained in the course of working. Experience can also be a burden to the teachers, especially if the persons professional and academic base is weak. It may be an obstacle to innovation. In this study, the relationship between experience and performance of the teacher was determined.

A person can either be married, single, divorced, or separated. Marital status is the state of being married or not married by a man or woman (Anyanwu, 2009). Continuing, Anyanwu noted that the traditional virtues of marriage such as love, fidelity and mutual fulfilment imbibed by married men and women are often presumed to transcend to the work place. There they exhibit love and fidelity with the drive for mutual fulfilment of individual and organizational goals. The married teacher (Thompson, 2017) imbibed the culture of tolerance and apply it to their relationship with students and teachers in the general administration of schools.

The presumed maturity that comes with marriage could enable the teacher to handle some complex problems that face the school. There is a general notion (Obasi, 2018) that most married individuals tend to be more stable and focused with “things” of life. No wonder, it is argued that those who are not married are not yet accountable and their responsible life style is always in most cases doubtful. Otamiri (2018) stated aptly that; the problems encountered by teachers in their administration of students personnel such as cheating, sneaking out of class and school compound, fighting, poor feeding, propensity to be heard, accepted and loved, freedom of choice and rather passive participant than active participant in the learning process calls for teachers who are empathic, caring and passionate

which comes with child care relative to child bearing in marriage life...(P.46). This implies that marital status is related to performance.

A single person who works as a teacher may have emotional instability. Accordingly, Forgaty and Hayghe cited in Anyanwu (2019) reported heightened emotionality and lack of concentration among singles who work with people. Anyanwu (2019), also noted that females are more vulnerable to negative or psychological effects of marital distress than men and this may inadvertently affect their effective performance.

Findings reported by John and Tarlor (2019), and Tsui, Leun, Cheung, Mok, and Ho (2014) indicated that married people were more committed to their organisation than unmarried people. Married people have more family responsibilities and need more stability and security in their jobs; and therefore, they are likely to be more committed to performance of their duties than their unmarried counterparts. Besides, Erukoha (2019) opined that marital status influences teachers and administrators motivation, commitment to duty and task performance; and concluded that married school administrators and teachers were more satisfied than the single ones. Married teachers may also do better because instructional leadership may be seen as an extension of fatherhood and motherhood responsibilities. However, married teachers may face more

distractions than the singles and this may affect their performance. The contrasting views on marital status and teachers' task performance was tested in this study.

Summary of Literature Reviewed

An extensive review of related literature on the condition of service and performance teachers in Secondary Schools was carried out. The review covered the following areas: secondary school a teacher's performance, the facilities for motivating secondary school accounting teachers, remuneration packages for motivating secondary school accounting teachers, the staff training activities for motivating secondary school accounting teachers and job securities a motivator for teachers of secondary schools in Ovia North East education zone of Edo State.

The study reviewed theory on motivation by Deci and Ryan which discussed about human motivation and personality. SDT articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources motivation in cognitive and social development and in individual differences.

The review of empirical studies shows that availability of facilities affect teachers' performance, the extent of job satisfaction of teachers in Edo State is low, introductory technology teachers were performing very well in lesson preparation and delivery, business studies teachers need in-service training in the five areas of

business studies, no significant difference was found in the job satisfaction and work motivation of male and female teachers. Various researches have been carried out on the inadequacies and problems of educational programmes in Anambra, Enugu, Ebonyi, Edo and Yobe states but none to the best of my knowledge has been carried out on the condition of service and performance teachers in secondary schools in Ovia North East education zone of Edo state which this present study seeks to investigate. This is the gap the present study intends to fill.

CHAPTER THREE

METHODOLOGY

This chapter described the procedures that will be used in the study, under the following sub-headings and, design of the study, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis,

Design of the Study

The correlational research design will be employed for this study to investigate the relationship between condition of service on teachers ' job performance in public secondary schools in Ovia North East Local Government. According to Leary (2010), a survey uses questionnaire and interview to collect information about people's attitudes, beliefs, feelings, and behaviours of particular population in a systematic and accurate fashion. This design was found most appropriate for this study because the study sought information from the respondents relative to their attitudes, beliefs, feelings and behaviour.

Population of the Study

The population comprised of twenty eight (28) principals and all the 1839 (1,111 comprised males and 728 females) teachers in the twenty eight (28) public secondary schools in Ovia North East Local Government Area in the 2019/2020

academic session (Source: Edo State Ministry of Education, Iyaro, November, 2022).

Sample and Sampling Technique

The sample size for this study was fourteen (14) principals and public secondary schools, representing 50% of the total population. Ten teachers was conveniently selected to serve as the raters of the principals' supervisory role performance and principals rated teachers' job performance. The study employed a multistage sampling technique to select a sample size of 154 from the population which comprises of 150 teachers in 14 principals in the randomly selected schools. The sampling will be carried out in four stages using four different sampling techniques as shown below.

- **Stage One:** Principals and schools was stratified on the basis of wards. Ward 1 had 10 schools, ward 2 had 9 schools and ward 3 had 9 schools.
- **Stage Two:** The simple random sampling technique using balloting method was used to select 50% of the schools. 4 schools from ward 1, 4 schools from wards 2 while 5 from ward 3.
- **Stage Three:** Ten teachers each for the public secondary schools sampled will be conveniently chosen to rate the quality of conditions of service

Research Instrument

The instruments that will be used for data collection for the study are structured questionnaire titled “Conditions of Service Questionnaire (COSQ) and the “Teachers’ Job Performances Checklist (CPSRQ) which was administered to the teachers in the selected schools to rate their principals. The questionnaire is divided into three sections, A, B and C, section A focused on respondents bio-data such as, name of school, sex, gender, qualification and years of experience and school location while section B contained (15) items questions relating to principals’ supervisory role performance. While section C consisted of 15 items for teachers’ job performance. Responses will be rated on a 4 point rating scale from 4-1, Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD)= 1.

Validity of the Instrument

The instrument for data collection will be validated by the researcher’s supervisor and two other experts in the Department of Educational Management, University of Benin, Benin city. Their corrections and suggestions will be incorporated into the final instrument.

Reliability of the Instrument

In order to establish the reliability of the instrument, Cronbach Alpha statistics will be adopted for the study. The instrument was administered once to twenty (20) teachers and twenty (20) principals, their responses will be scored and analyzed using Cronbach's Alpha formula and the alpha value obtained are 0.87 and 0.63 for principals and teachers respectively. Therefore, the instrument for the study is reliable.

Method of Data collection

The instrument will be administered to the respondents with the help of a trained research assistant who will help in distributing and retrieving the instrument. It will be administered and retrieved the same day.

Method of Data Analysis

The data to be collected from the respondents will be analyzed using simple percentage, mean (\bar{x}) standard deviation (SD) and Fisher z. Simple percentage, mean and standard deviation will be used to answer the research questions. Hypotheses one will be analyzed using Fisher z while Fisher z statistics will be used to analyze hypotheses two and three. The hypotheses will be tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter dealt with the presentation of result based on the data collected: the presentation of result followed by the discussion of findings.

Section B

Research Question one: What is the conditions of teachers in public secondary schools?

Table 1: **Mean and Standard Deviation on the** Conditions of Teachers
N=150

S/N	Items Statement	Mean	SD	%A	%D	Remarks
1.	Teachers are not getting paid their allowances as at when due	4.65	0.63	95.11	4.89	Agree
2.	Teachers are regularly and periodically promoted on the job	4.41	0.78	89.66	10.34	Agree
3.	Teachers regularly and periodically attend in-service training	4.35	0.78	86.78	13.22	Agree
4.	Teachers are equipped with instructional resources to carry out their duties	4.51	0.77	87.64	12.36	Agree
5.	Teachers are given room to participate in the formulation of the curriculum content	4.16	0.95	73.85	26.15	Agree
6.	Teachers are given loans to make research on their area of interest	4.21	0.84	76.44	23.56	Agree
7.	Newly employed teachers are given opportunities to attend orientation courses on the job	4.28	0.90	79.31	20.69	Agree
8.	Teachers' salaries and allowances are regularly reviewed	4.47	0.69	89.37	10.63	Agree
9.	Teachers are given autonomy to discharge their duties without fear or favor	4.32	0.82	82.75	17.25	Agree
10.	Teachers are accorded recognition by the government	4.29	0.90	81.31	18.69	Agree
	Grand Mean	4.37	0.81	77.01		Agree

Key: SD= Standard Deviation, VHE= Very Highly Extent, HE= Highly Extent, MN= Moderately Extent, LE= Lowly Extent

Table 1 presents the mean ratings of respondents on the state of conditions of service in public secondary schools. Items 1 and 4 recorded mean scores of 4.51 and 4.65 respectively indicating very highly extent while items 2, 3, and 5-10 had mean scores ranging from 4.16 to 4.47 indicating high extent. Standard deviation ranges from 0.62-0.95 indicating that the respondents were not far from one another in their opinions. The grand mean of 4.37 and standard deviation of 0.81 showed that respondents to a very high extent perceive that the state of conditions of service of teachers is poor in public secondary schools.

Research Question 2: What is the level of teachers’ job performance in public secondary Schools in Ovia North East Local Government Area

Table 2: Mean and Standard Deviation on the Level of Teachers’ Job Performance in public Secondary Schools

S/N	Items Statement	Mean	SD	Remark
1.	Classroom Management	2.53	1.35	High
2.	Subject mastery	2.59	1.54	High
3.	Presentation of Lesson	2.70	1.13	High
	Cluster Mean	2.36	0.04	

Source: Field Study, 2022

Table 2 shows that the mean responses ranged from 1.34 to 3.00, while the standard deviation ranged from .96 to 1.41. This mean values shows that the respondents agreed to the three items of level of teachers’ job performance in public secondary schools. The cluster mean was between 2.36 and 0.04

respectively. This means that the respondents agreed on the level of teachers' job performance was very high.

Research Question Three: Is there is a relationship between conditions of services and teachers' job performance?

Analysis of data relating to this research question is presented in Table 3.

Table 3

Mean ratings and standard deviation of respondents on the Relationship Between Conditions of Service and Teachers' Job Performance

N=150

S/N	Items Statement	Mean	SD	%A	%D	Remarks
11.	Prompt promotion of teachers affect my job performance	4.21	0.77	81.31	18.69	Agree
12.	Regular and periodic participation in in-service training affect my job performance	4.07	0.88	77.01	22.99	Agree
13.	Regular and periodic review of salary and allowances affect my job performance	4.24	0.95	79.31	20.69	Agree
14.	Recognition from government and its agencies affect my job performance	4.20	0.88	79.02	20.98	Agree
15.	Autonomy accorded to teachers to discharge their duties without any external influence affect their job performance	3.93	1.04	72.41	27.59	Agree
16.	Duty tour allowances given to teacher affect their job performance	3.97	0.84	73.56	26.44	Agree
17.	The availability of instructional resources for teachers' utilization affect their job performance	4.19	1.01	81.32	18.68	Agree
18.	The prompt payment of teachers allowances affect their job performance	4.05	1.02	79.60	20.40	Agree
19.	The dilapidated state of infrastructures in schools affect my job performance	4.20	0.94	77.87	22.13	Agree
20.	The integration of teachers in the decision making process on the design of the curriculum affect their performance.	4.27	1.07	82.47	17.53	Agree

Grand Mean

4.13

0.94

Agree

Key: SD= Standard Deviation, VHE= Very Highly Extent, HE= Highly Extent, ME= Moderately Extent, LE= Low Extent.

Table .3 shows the mean ratings of respondents on the extent to the relationship that exist between conditions of service and teachers' job performance of teachers. All the items recorded mean scores ranging from 3.93 to 4.27 indicating high extent. Standard deviation ranges from 0.77-1.07 indicating that the respondents were not far from one another in their opinions. The grand mean of 4.13 and standard deviation of 0.94 showed that the respondents to a very high extent agreed that there is a significant relationship between conditions of service in public secondary schools in Ovia North East Local Government Area.

Hypothesis One

There is no significant difference in the relationship between conditions of service and teachers ' job performance based on experience of teachers

Table 3: Fisher z Analysis Result of Conditions of Service and Teachers' Job Performance in Public Secondary Schools Based on Experience

Sex	N	Pearson r	p- value	Zr	Z	Zcritical	Remark
Highly	98	0.732	0.000	0.933	1.523	±1.9	
Experienced	52	0.564	0.000	0.639			
Less							
Experienced							

Table 3 displayed that a Z of -1.523 and a critical z-value (table value) of ± 1.96 two tailed. The computed Z-value was less than the critical z-value. Therefore, the null hypothesis was retained. Therefore, there was apparently no significant difference in the relationship between conditions of service and teachers' job performance based on experience of teachers. Hence, conditions of service was associated with teachers' job performance who were 50 years and below, and those who were 51 years and above in the same way.

Hypothesis Two

There is no significant difference in the relationship conditions of service and teachers' job performance in Edo state based on the sex of teachers

Table 4: Fisher z Analysis Result of the Conditions of Service and Teachers' Job Performance Based on Sex of Teacher

School size	N	Pearson r	p-value	Zr	Z	Z critical	Remark
Male	89	0.670	0.000	0.811	0.441	± 1.96	Not
Female	95	0.714	0.000	0.895	Significant		

Table 4 displayed a Z value of 0.441 and a critical z-value (table value) of ± 1.96 two tailed. The computed Z value was less than the critical z-value, thus, the null hypothesis was retained. Consequently, there was no significant difference in the relationship between conditions of service and teachers' job performance based on gender of teachers. Hence, conditions of service was associated with teachers' job performance for male and female principals in the same way.

Hypothesis Three

There is no significant difference in the relationship between conditions of service and teachers job performance in Public Secondary Schools based on the qualification of teachers

Table 5: Fisher z (Analysis Result of the Relationship Between Conditions of Service and Teachers Job Performance in Public Secondary Schools based on the Qualification of Teacher

Variable	N	Pearson r	P-value	Zr	Z Remark	Z critical
Highly Qualified	90	0.656	0.000	0.786	2.41	±1.96
Less Qualified	60	0.784	0.000	1.056	Significant	

Table 5 displayed a Z value of 2.41 and a critical z-value (table value) of ±1.96 two tailed. The computed Z-value was greater than the critical z-value. Thus, the null hypothesis was rejected. Consequently, there was a significant difference in the relationship between conditions of service and teachers' job performance based on professional qualification of teachers. Hence, conditions of service was associated with teachers' job performance for teachers with higher qualification that those with lower qualification.

Discussions of Findings

The findings of the study showed the state of conditions of service in public secondary schools in Ovia North East Local Government Area. The study showed that teachers are not well remunerated; teachers are not promptly promoted on the job. Teachers do not regularly and periodically attend in-service trainings, they do

not make use of instructional resources in carrying out their pedagogical tasks, inadequacy of their salary package in the school. Thus, the level of teachers' conditions of service in public secondary school in Ovia North East Local Government Area was to a poor state. This study agreed with that by Onyeike and Nwosu (2018) which revealed that the teachers were de-motivated and uninspired to execute their instructional tasks as a result of the poor salary package which in turn accelerated a high attrition rate among them in public secondary schools in Oyo State.

Quirin (2020) reported that the irregular organization of seminars for teachers to upgrade their knowledge on the job had a significant impact on their attitude in executing their instructional tasks thereby leading to lower levels of students achievements. Fisher (2011) revealed that the non-challant attitude demonstrated by government in promoting teachers at regular intervals , led to decreased teachers' job performance and decreasing attrition rates. In this context, the paucity of teachers promotion on the job and in-service training fostered their lackadaisical attitude demonstrated by teachers in the execution of their clerical and instructional duties.

The findings of the study in research question two revealed that the level of teachers' job performance in public secondary schools in Ovia North East Local

Government Area was high. The study showed that teachers exhibit knowledge of concepts and topics inherent in subject area, exercises in-depth knowledge on the techniques for teaching the subject content, exhibit high knowledge of mastery in impacting knowledge to students in the instructional process, checkmates the noises and distractions in the course of the instructional process, prioritizes effective time management in the course of dispense knowledge to students, ensures previous lesson are exhaustively reviewed before introducing a new topic, makes lesson notes of students in the course of the instructional process and adopt a variety of learner centred methods in the instructional process.

Thus, the level of teachers' job performance in public secondary school in Ovia North East Local Government Area. It agreed with the study Duan, Du and Yu (2018) which revealed at a positive significant relationship existed among school culture, teachers' job performance and that teaches' job satisfaction mediated the impact of school culture on teachers' job performance. Also, Jelena (2009) believed teachers' job performance and students' academic performance. The more effective the school was the higher the academic performance.

The findings of the study in hypothesis one revealed that there is no significant difference in the relationship conditions of service and teachers ' job performance based on experience of teacher. This indicated that condition of

service was associated with school effectiveness for teachers' below 10 years and below and those who were 11 years and above the same way. The study corroborated the study of Achuinine (1998) who opined that the length of time one stayed on a job did not necessarily make one efficient. He argued that professional training was a more important factor than on-the-job experience in an teacher's job performance. However, the study disagreed with Mwiria (1995) who affirmed that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in people with less than five years instructional experience.

This is in consonance with the findings of Makwe & Ahmad (2014) who discovered that job performance among teachers that are less experienced on the job is high and rising. He however opined that limited teaching and instructional experience had a great deal to do with instructional deficiencies observed in people with less than five years instructional experiences. Administrative experiences according to Makwe & Ahmad (2014), offered teachers superior knowledge, skills and attitudes that enabled them to discharge their instructional duties effectively.

The findings of the study revealed that there was no significant difference in the relationship conditions of service and teachers' job performance in Edo state

based on the sex of principal. Conditions of service was associated with teachers' job performance for male and female teachers. This study agreed with Engen, Leeden and Willemsen's (2001) work that gender had little or no relationship with pedagogical style and effectiveness. Corroborating this view, Osho (2018) found that there is a difference between male and female teachers in the areas of general class management, supervision, academic excellence and personnel management.

The findings of the study revealed that there is no significant difference in the relationship between conditions of service and teachers job performance in Edo State based on the qualification of teacher and that conditions of service was associated with teachers' job performance was associated with higher qualification than those with lower qualifications. This agreed with the findings of Kimosop's (200) work that revealed that teachers with higher qualification showered better results in pedagogical skills and most teachers had little or nothing in their backgrounds to prepare them for the position of supervisors.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATION

This chapter focuses summary, conclusion and recommendations.

Summary

This study was meant to ascertain the level of teachers' job performance in public secondary schools in Ovia North East local government.

To achieve this objectives, three research questions and three null hypotheses were formulated to guide the study. The descriptive survey research design was employed for this study. The population comprised of twenty eight (28) principals and all the 1839 (1,111 comprised males and 728 females) teachers in the twenty eight (28) public secondary schools in Ovia North East Local Government Area in the 2019/2020 academic session. The sample size for this study was fourteen (14) principals and public secondary schools, representing 50% of the total population. Ten teachers was conveniently selected to serve as the raters of the conditions of service and teachers' job performance. The study employed a multistage sampling technique to select a sample size of 154 from the population which comprises of 150 teachers in 14 principals in the randomly selected schools.

The instruments that was used for data collection for the study were structured questionnaire titled “Conditions of Service Questionnaire (COSQ) and the “Teachers’ Job Performances Checklist (CPSRQ) which was administered to the teachers in the selected schools to rate their principals. The questionnaire is divided into three sections, A, B and C, section A focused on respondents bio-data such as, name of school, sex, gender, qualification and years of experience and school location while section B contained (15) items questions relating to condition of service . While section C consisted of 15 items for teachers’ job performance. Responses were rated on a 4 point rating scale from 4-1, Very High (VH) = 4, High (H) = 3, Low (L) = 2 and Very Low (VL)= 1.

The instrument for data collection was validated by the researcher’s supervisor and two other experts in the Department of Educational Management, University of Benin, Benin- City. Their corrections and suggestions were incorporated into the final instrument. In order to establish the reliability of the instrument, Cronbach Alpha statistics was adopted for the study. The instrument was administered once to twenty four (24) teachers their responses was scored and analyzed using Cronbach Alpha formula and the alpha value obtained are 0.75 for teachers. Therefore, the instrument for the study is reliable. The instrument was administered to the respondents with the help of a trained research

assistant who helped in distributing and retrieving the instrument. It was administered and retrieved the same day. The data collected from the respondents were analyzed using simple percentage, mean (\bar{x}) standard deviation (SD) and t-test. Simple percentage, mean and standard deviation were used to answer the research questions, while t-test will be used to test the hypotheses at 0.05 level of significance.

Consequent upon the foregoing the study made the following findings:

1. Teachers conditions of service in public secondary schools in Ovia North East was poor.
2. Teachers' job performance in public secondary schools in Ovia North East Local Government Area was high.
3. There is no significant difference in the relationship conditions of service and teachers' job performance
4. There is no significant difference in the relationship conditions of service and teachers' job performance based on experience of teacher
5. There is no significant difference in the relationship condition of service and teachers' job performance in Ovia North East based on the sex of teacher.

6. There is no significant difference in the relationship between condition of service and teachers job performance in Ovia North East based on the qualification of teacher.

Conclusion

Based on the findings of the study, it was concluded that for schools to be effective teachers' conditions of service must be effective. Also, teachers' job performance is not a function of qualification, experience and gender rather it is based on the pedagogical skills which teachers' should acquire as a result of higher pedagogical training. Such training will make the teachers to exercise authority diligently and work to have synergy with students and members of the school immediate community.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The teachers in public secondary schools should consistently be motivated to enhance and sustain their level of job performance. This can be done through provision of well -equipped classrooms, staff-rooms, and regular payments of their fringe benefits
2. Salary of teachers should be paid promptly to enable them concentrate on their job for effective delivery.
3. The government and school management should ensure regular promotion of teachers promptly.

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

Suggestion for Further Research

The sample used is only some schools in Ovia North East Local Government Area of Edo State which may not be a true representation of the total population of all the public secondary schools in the state.

It is therefore, my humble recommendation that further research study should be carried out to cover a wider area and scope.

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APPENDIX

CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE QUESTIONNAIRE (COSTJPQ) (TO BE COMPLETED BY TEACHERS)

INSTRUCTION: Read the following statement carefully tick [] as appropriately.

SECTION A: Demographic Information of Principal

1. Age: Below 49 [] 50 and above []
2. Gender: Male [] Female []
3. Years of Experience: Below 10 years [] 11 years and above []
4. Professional Qualification: B.Ed [] PGDE [] M.Ed [] Ph.D []

SECTION B: Information on Teachers' Job Performance

KEYS: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 points

	Teachers Job Performance	SA	A	D	SD
	Subject Mastery				
A	Exhibit knowledge of concepts and topics inherent in subject area				
B	Exercises in-depth knowledge on the techniques for teaching the subject content				
C	Exhibit high knowledge of mastery in impacting knowledge to students in the instructional process.				
	Classroom Management	SA	A	D	SD
D	Check mates the noises and distractions in the course of the instructional process				
E	Prioritizes effective time management in the course of dispense knowledge to students				
F	Maintains discipline in the course of executing pedagogical tasks				
	Presentation of lesson	SA	A	D	SD
G	Ensures previous lesson are exhaustively reviewed before introducing a new topic				
H	Marks lesson notes of students in the course of the instructional process				
I	Adopt a variety of learner centred methods in the instructional process				

**CONDITIONS OF SERVICE AND TEACHERS' JOB PERFORMANCE
QUESTIONNAIRE (PSRTJPQ)
(TO BE COMPLETED BY TEACHERS)**

INSTRUCTION: Read the following statement carefully tick [] as appropriately.

SECTION A: Demographic Information of Teachers

1. Age: Below 49 [] 50 and above []
2. Gender: Male [] Female []
3. Years of Experience: Below 10 years [] 11 years and above []
4. Professional Qualification: B.Ed [] PGDE [] M.Ed [] Ph.D []

SECTION B: Information on conditions of service

KEYS: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 points

S/N	What is the state of conditions of service for teachers?	SA	A	D	SD
1	Teachers are not getting paid their allowances as at when due				
2	Teachers are regularly and periodically promoted on the job				
3	Teachers regularly and periodically attend in-service training				
4	Teachers are equipped with instructional resources to carry out their duties				
5	Teachers are given room to participate in the formulation of the curriculum content				
6	Teachers are given loans to make research on their area of interest				
7	Newly employed teachers are given opportunities to attend orientation courses on the job				
8	Teachers' salaries and allowances are regularly reviewed				
9	Teachers are given autonomy to discharge their duties without fear or favor				
10	Teachers are accorded recognition by the government				

	Relationship Between Conditions of service and Teachers Job Performance	SA	A	D	SD
11	Prompt promotion of teachers affect my job performance				
12	Regular and periodic participation in in-service training affect my job performance				
13	Regular and periodic review of salary and allowances affect my job performance				
14	Recognition from government and its agencies affect my job performance				
15	Autonomy accorded to teachers to discharge their duties without any external influence affect their job performance				
16	Duty tour allowances given to teacher affect their job performance				
17	The availability of instructional resources for teachers' utilization affect their job performance				
18	The prompt payment of teachers allowances affect their job performance				
19	The dilapidated state of infrastructures in schools affect my job performance				
20	The integration of teachers in the decision making process on the design of the curriculum affect their performance.				