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

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ABSTRACT

The study investigated the relationship between conditions of service and its influence on teachers' job performance in public senior secondary schools in Rivers State. The conditions of service were further sub-divided into two (2) dimensions, namely: prompt payment of salary and job security. The study formulated two (2) research questions and two (2) hypotheses. The research adopted a correlational and survey design, while sampling seven thousand, one hundred and sixty-one (7,161) teachers and principals who are members of the educational institutions in Rivers State. The questionnaire was structured in a modified four (4) point Likert scale, the study carried out reliability and validity tests which confirmed that all the items tested were valid and internally consistent. The reliability of the instrument tested was accepted to a standard of 0.05 level of significant. The data gathered for the study were analyzed using descriptive and inferential statistics through the aid of SPSS version 21. The Pearson's Product Moment Correlation Coefficient was adopted. The findings of the study revealed that teachers' conditions of service indicated a strong relationship with teachers' job performance in public senior secondary schools in Rivers State. The study therefore recommended that the state government should do its utmost best to improve the conditions of service of its teachers.

Keywords: Conditions of Service, Prompt Payment, Salary, Job Security, Teachers' Job Performance, Public, Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

For over two decades, the teachers of Nigeria under the aegis of the Nigerian Union of Teachers (NUT) have been consistent in their request for a separate condition of service and salary

structure for teachers in primary and post-primary Schools in the country. This situation has arisen because of religious, cultural, and economic factors. The principal objective of the secondary education is to prepare people to peruse, compose and be mathematically educated. As of late, it is of note that numerous secondary school leavers can neither read nor compose precisely. In light of the results of the Nigerian Optional School, there is an unavoidable issue blemish fair and square of execution and efficiency of their educators.

Secondary signifies the second phase of formal training and 'tertiary' for the third stage which incorporates a wide range of post optional instruction of kids. Ndagi (1995) classified the primary goals of Secondary Education into six strands as follows:

- Development of lasting proficiency and numeracy in kids.
- Development of the capacity to impart viably.
- Training for additional schooling and groundwork for exchanges and artworks of the area.
- Development of good ethics.
- Development of the reason for good actual wellbeing instruction.
- Development of the reason for logical and intelligent reasoning.

In any case, in light of helpless workplace of the Nigerian auxiliary school educators, all the above destinations as indicated in the National strategy on instruction are scarcely attainable. Nakpodia (2006) saw that in any instructive game plan, the achievement lies in the responsibility of the educators. Hence, the importance of work fulfilment and inspiration are significant to the drawn-out development of any instructive framework around the globe. They presumably rank close by proficient information and abilities, focus skills, instructive assets and techniques as the authentic determinants of instructive achievement and execution. All in all, proficient information, abilities skills can be seen when it is taking on and dominating testing errands coordinated at instructive achievement and execution (Filak & Sheldon, 2003).

Furthermore, needs fulfilment and inspiration to work are exceptionally fundamental in the lives of educators since they structure the essential explanation behind working throughout everyday life. Work fulfilment in this setting is the capacity of the instructing position to address educators' issues and improve their educating execution. Notwithstanding, it is accepted that teachers' clamours and requests are past the assets of the Ministry of Education or the Government. As a result, the public authority in Nigeria and the Nigerian Union of Teachers (NUT) are in a consistent stalemate over the expansion in compensations, advantages and enhancements in working states of instructors.

The Federal and State Governments have contended that the present economic situation in the nation cannot support the requested expansion in compensations, benefits, and upgrades in working conditions. Explicitly, they contended that educators' requests are past the public authority assets. Another issue is the public authority's position concerning the occupation execution of the instructors; they blame the teachers for negligence, apathy, deliberate laziness, and absence of devotion and vigour to work. They further contended that teacher's degree of proficiency and viability do not require the steady demand for compensation increment, motivations and better working conditions. While teachers on their part contended that the current compensation structure, advantages and working conditions do not fulfil their essential necessities in as much as different areas of the economy have greater compensation structure,

better inspiration and improved working conditions. They feel Nigeria's economy isn't appropriately adjusted, consequently, their requests.

Teachers are required to deliver a high job performance, and the Ministry of Education is consistently inquisitive with respect to the employment execution of its instructors. Additionally, the Ministry of Education requests a high proportion of unwaveringness, enthusiasm, devotion, difficult work and responsibility from its educators (Ubom & Joshua, 2004).

No nation can afford to pay lip service to the education of its people; therefore, various societies put a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival of the Federal Republic of Nigeria (FRN, 2014). The degree of relationship between the government and the teachers in primary schools in Nigeria matters a lot in terms of salary payment, benefits and other conditions of service. Thus, conditions of service can be defined as the terms and conditions guiding employment contracts. The terms must go down well with parties involved (employer and employee).

According to Kornblumt (1997), conditions of service are described as legal agreements between a service provider or employer and an employee who wants to use or render the service. The person must agree to abide by the terms of service in order to use or offer the service. Seniwoliba (2013) saw conditions of service as that general requirements, necessities and desirable factors that tend to make the working environment conducive and favourable and thus enhance worker's performance. There are various components of conditions of service which can affect teacher's performance in secondary schools, and these include salary, status, working conditions, promotion, fringe benefits, job security and involvement in decision making. The conditions of service may include salary structure, allowance, dress code, duration of vacation, work hours, break policies, promotion, work-related responsibilities and number of sick days. It can also encompass certain benefits such as retirement plans and health insurance coverage.

Luthans (2005) added that condition of service is in form of salary increment, gratuity, regular promotion, ensuring job security, and establishing cordial relationship among teachers. It is a contract that states that an employee is given employment for a certain length of time so long as the employee does not violate the terms of the contract. Workers with more valuable workplace skills are more likely to be able to negotiate better employment conditions. In other hand, a teacher can be seen as a person who helps students to acquire knowledge, competence or virtue. According to Akor (2010), a teacher is defined as a person with the responsibility of training and educating members of any given society towards the acquisition of desired: knowledge, values, ideologies and skills for the benefit of the society. A teacher in a formal institution is expected to possess requisite qualification and qualities relevant to execute teaching practice effectively, so as to instil in the products the desired knowledge and skills. More so, conditions under which teachers work matters a lot, because it helps to bring out best practices from them. Teachers job performance is the measurement of the extent to which goals of national policy on education is realized.

Eferakeya (1998) defined teachers' job performance as determining the degree to which teachers' orientations and classroom instructions contribute effectively towards the achievement of educational goals, and thereby becoming very helpful and profitable. Ijaiya (1991) saw teachers' performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Rao and Kumar (2004) observed that performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the students' characteristics such as opportunity to learn, and

academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management.

Verspoor (2014) found that teachers are the initiators, facilitators of teaching and learning activities. They act as agent of change in any school system because of the roles they perform, they can be regarded as the heart of quality improvement strategy. The teachers normally perform better if conducive working environment is provided for them. The working condition may not be with a fat and higher salary structure, but improved in order to motivate teachers for high performance. George and Jones (2008) opined that teachers job dissatisfaction on the basis of working condition can lead to change of attitudes like; exhibiting aggressive behaviour towards students and co-teachers, absenteeism from school with or without permission, boycotting of work, burn-out and early exits which will adversely affect students' academic performance negatively since its agreed that student's achievement is a function of the teachers' input in the classroom.

To apprehend this scenario, it is relevant for government to identify those components of conditions of service that can enhance teachers' job satisfaction. Nobody works without having in mind to earn wages or salary to meet his or her personal needs. Therefore, better salaries and prompt payment motivate the entire teachers to put in their best in the classroom to improve student performance. Bell (2012) maintained that of all conditions of service, salary is the best predictor of teachers' job performance and productivity. She found that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. In Nigeria, salaries paid to teachers are unsatisfactory, making it challenging for them to attend to their basic needs of life. By implication, teachers' salaries in both federal and state government cannot be compared with the salaries of other workers in the same cadre and the same qualifications as well as experience in other sectors of Nigerian economy like doctors, nurses, lawyers etc.

Thus, the extent to which primary educational goal is achieved depends basically on the teachers' productive output measured by students. Ogundele (2000) opined that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. But today in Nigeria, other sectors are riding over the teachers that taught them at the grass root level (primary school) in terms of jumbo salary, prompt payment, recognition, allowance, motivation, promotion, fringe benefits, staff development and terminal benefits. Furthermore, while other teachers work in order to satisfy their needs in life, others are constantly agitating for one thing or the other, which is a sign of lack of job satisfaction. This development has warranted teachers over the years to form union such as National Union of Teachers demanding for the improvement of conditions of service and better salary scales for teachers in primary schools in Nigeria.

In the same vein, the state and federal governments stated that the current economic challenges and available government revenue cannot accommodate such demand for increasing salaries, allowances terminal benefits and improvements in the conditions service. However, they lay claims and accusations that teachers in primary schools are lazy, lack diligence and zeal to duty and their level of performance, efficiency and effectiveness do not merit such demand for increase in salary structure and better working conditions.

High quality education or job performance means that teachers must enjoy a better working condition such as being trained and confident in students-centered teaching approaches

and methods, and skilled in classroom management and in evaluating learning (Akuoko & Donkor, 2012).

Statement of the Problem

Rivers State Government with its clear vision on the education sector, declared to provide accessible, quality and affordable education for all in the State knowing full that teachers are the instrument through which education targets can be accomplished. On the off chance that teachers are appropriately provoked by the states of administration, they would be fulfilled to give their best grinding away to advance execution just as upgrade moral improvement of their understudies. Regardless of every one of teachers' welfare is not taken seriously.

The Rivers State wing of the Nigeria Union of Teachers (NUT), have on several occasions demanded for better but to no avail. It is therefore, on this basis that this study aimed to explore how conditions of service enhance teachers' job performance among public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The objective of the study was to investigate how condition of service improves teachers job performance in public senior secondary schools in Rivers State, while the specific objectives of the study were to:

- Evaluate how prompt payment of salary improves teachers' job performance in public senior secondary schools' in Rivers State.
- Appraise how job security stimulates improves teachers' job performance in public senior secondary schools' in Rivers State.

Research Questions

The following research questions guided the study:

- How does prompt payment of salary improves teachers' job performance in public senior secondary schools' in Rivers State?
- How does job security stimulate teachers' job performance in public senior secondary schools' in Rivers State?

Hypotheses

The following hypothesis was formulated to guide the study, and was tested at 0.05 level of significance:

- There is no significant relationship between prompt payment of salary and public senior secondary schools teachers' job performance in Rivers State.
- There is no significant relationship between job security and public senior secondary schools teachers' job performance in Rivers State.

Scope of the Study

The scope of this study is limited to determine how condition of service impact on teachers' job performance in public senior secondary schools in Rivers State. Senior secondary schools in Rivers State precisely. In terms of contents, the study is delimited to the variables of prompt payment of salary and job security and how they enhance teachers' job performance.

CONCEPTUALIZATION

Conditions of Service

The concept of working conditions has been conceptualized differently by different authors. They defined working conditions as the working environment and all existing circumstances affecting labour in the workplace. Working conditions include the environment in which individuals performs their work. They include all physical and psychological factors and circumstances that influence work.

Condition of service refers to something that both the employee and employer agree to at the beginning of a worker's employment. A condition may also include a contract that states that an employee is given employment for a certain length of time so long as the employee does not violate the terms of the contract. Workers with more valuable workplace skills are more likely to be able to negotiate better employment conditions (OECD/ILO, 2017). Conditions of service are rules, procedures and stipulations that employees must abide by as part of their contract. Breaking conditions of employment can result in disciplinary procedures or dismissal. The contract creates certainty for both the government and the teachers. However, it is still essential that there be some form of condition of service in place to cover and set out the employment relationship, and that the terms and conditions are appropriate for both the workplace and the particular employee.

Terms of service are the responsibilities and benefits of a job as agreed upon by an employer and employee at the time of hiring. These generally include prompt payment of salary, timely promotion, statutory rights, job security, job responsibilities, work hours, dress code, vacation and sick days, and starting salary. They may also include benefits such as health insurance, life insurance, and retirement plans. Conditions of service is the term used to refer to the physical, environmental and operational features affecting employees' daily work lives. Conditions of service encompass "working conditions" which can range from the size of an employee's work cubicle to the system for calculating employee incentive awards. These terms of service are benefits and responsibilities agreed upon between an employer and employee during the hiring process. Terms may include things like salary, benefits, retirement, company policies, termination, and non-compete agreements.

Every organization or school has its own terms of service which is a guiding principles preventing employers from exploiting their employees, as well as employees taking advantage of employers. Neither party can ignore the conditions of the Act, nor must work contracts reflect and honour its provisions. The contract creates certainty for both the employer and the employee. However, it is still essential that there be some form of contract in place to cover and set out the employment relationship, and that the terms and conditions are appropriate for both the workplace and the particular employee. Terms of Service set the way in which your product,

service or content may be used, in a legally binding way. They are crucial for protecting your content from a copyright perspective as well as for protecting you from potential liabilities.

A service condition is a requirement in a stock-based award agreement that impacts the vesting, exercise price, or other factors related to the fair value of an award that is based on the provision of services by the recipient to the employer.

Terms of employment are benefits and responsibilities agreed upon between an employer and employee during the hiring process. Terms may include things like salary, benefits, retirement, company policies, termination, and non-compete agreements. Meanwhile, it is imperative that employers ensure that each employee is covered by a valid, up to date contract which sets out the terms and conditions of employment. The contract creates certainty for both the employer and the employee.

Teachers Job Performance

Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990), but not the actual consequences of the acts performed within a job. Campbell (1990) affirmed that job performance is not a single action but rather a “complex activity” (p. 704). Job performance has been defined as the overall expected value from employees’ behaviours carried out over the course of a set period of time (Motowidlo et al., 1997). This definition, although fairly technical, includes specific ideas that are worth breaking down.

Job performance is defined as the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time. One important idea in this definition is that performance is a property of behaviour. In particular, it is an aggregated property of multiple, discrete behaviours’ that occur over some span of time. A second important idea is that the property of behaviours to which performance refers is its expected value to the organization. Thus, the performance construct by this definition is a variable that distinguishes between sets of behaviour’s carried out by different individuals and between sets of behaviour’s carried out by the same individual at different times. The distinction is based on how much the sets of behaviours’ (in the aggregate) are likely to contribute to or detract from organizational effectiveness. In a word, variance in performance is variance in the expected organizational value of behaviours.

Impact of Prompt Payment of Salary on Teachers’ Job Performance in Secondary Schools

People are often motivated by money. The salary a worker is paid by his employer can have a great influence on his performance in the administration. A worker doesn’t simply view his salary as a dollar amount, he sees it as the value his employer places on him as a worker. The level of appreciation he feels can have a direct impact on his overall performance. A worker is more likely to perform to his potential if they are happy with the salary he is earning. A person earning a high salary feels motivated to do a good job, because he wants to please his employer to retain his position. His salary brings him a feeling of security, allows him to feel accomplished and gives him a high status ranking that he enjoys. A person is much more willing to put in extra hours at the office if he feels his financial rewards, are a fair trade-off. It increases the performance, satisfaction and productivity.

The perception of employee about the organization benefits policy, if pay is good the employee performance will be good, quality and quantity of work will also increase (Ivancevch

& Glueck, 1989). It is now also very obvious that increase in minimum wage improves workers' productivity, which translates into businesses offering higher-quality service. Moreover, because companies are getting better performance from workers in return for paying them more, a higher minimum wage does not necessarily lead to fewer jobs

It is widely believed that money helps to stimulate job efforts. This is particularly true of most of the developing countries where physiological needs of most workers are yet to be satisfied. Money is instrumental in achieving workers' desired needs and in obtaining high order needs such as recognition in the society and in buying essential and luxury goods and services that lead to comfortable life. One major reason why people work is to earn income in money terms. This is needed to meet some personal and domestic need such as, clothing, feeding, and payment of rent, school fees etc. Salaries have a large motivating tendency in it. It is not the increase in salaries, wages that only matters but also, prompt and regular payment of it.

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

Ololube (2017) observed that what the typical low-income earning teacher yearn is a sizeable salary increase that would significantly enhance their commitment and performance. He equally noted that money serve as a station symbol for those who have it and can save it, spend it conspicuously or give it generously. It has status value when it is being spent than when it is being received, it represents what employer thinks of his employees which is more than mere economic terms. Fabiyi (2000) found out that, of all conditions of service, salary is the best predictor of teacher's performance and productivity. In her observation, she expressed that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. She further added that salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience, but are in other sectors of economy such as bankers, site engineers and nurses can be described as unfavourable.

Obanya (1999) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. This marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second strong public servants. He also opined that the growing tendency for school leavers to opt for teaching only is because they are unable to find other more lucrative public or private sector employment and this further compounded the problem of employment.

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

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

Ubom (2002) observed that in Nigeria, job satisfaction induces greater commitment to teaching. He added that lack of job satisfaction as a result of poor salary package and other conditions of service affects teachers' commitment to work and contributions to the effectiveness of school is reduced. It has been confirmed that teaching job is devoid of satisfaction. Hence, many who find themselves in the field are there by necessity rather than by design; therefore, most of them put on low rate of commitment while on the job.

He further explained that teachers place premium on variables such as salary, time and mode of payment of salaries, fringe benefits, promotional prospects of teaching and work environment as determinants of job satisfaction (Angeles et al., 2016; Bin-Shmailan, 2016), which in turn affect their productivity in a positive manner. The following factors had been the ones identified as the reasons people dislike teaching job:

- Teaching has poor salary structure or earning power. Salary is not commensurate with job and is not as lucrative as other jobs.
- Teaching has a negative public image, low social status, lack recognition by society and its workers (teachers) are regarded as second-class citizens.
- It has poor conditions of service, slow promotion rate due to lack of duty-post and inadequate method of promotion.

Teachers earn poor treatment by Ministry Official, particularly the inspectors who make rule without consulting teachers (Akinwunmi, 2000). Conditions of service can be described as that general requirement, necessities and desirable factors that tend to make working environment conducive and favourable and thus enhance worker's performance. There are various components of conditions of service which can affect employee's performance in an organization and these include the following: salary, status, working conditions promotion, fringe benefits, job security and involvement in decision-making.

Job Security and Teachers' Job Performance in Public Senior Secondary Schools

Job security is defined as the assurance in an employee's job continuity due to the general economic conditions in the country (James, 2012). Security is one of the second fundamental needs of man as postulated by Maslow's hierarchy of needs (1943, 1945). Ololube (2017) asserted that security needs are essential needs; for physical safety and the desire to be free from the fear of deprivation of the physiological needs. It is largely observed that once an employee on the job passes the probationary period, the need for job security quickly appears to recede its importance. As this is achieved, the individual becomes relaxed and complacent in a job situation.

Lankford (2002) opined that job security is both intrinsic and extrinsic values. It is a paramount consideration of most workers in deciding how long they intend to stay on a job. Lankford (2005) further emphasized that job security is indispensable in any work organisation.

This is because it guarantees staff members' retention in the system and its absence threatens stability and spells doom for the organization. Job insecurity can be seen as one of the socio-psychological problems which are predominant in the developing countries such as Nigeria. It is characterized by poor wages, loss of pay, issue of downsizing, lack of accommodation, lack of consideration for promotion, possibility of dismissal and application of draconian rules. Job insecurity tends to result in a sense of worthlessness and bleak future for an individual worker or teacher in such a system. The absence of job security is responsible for the high turnover rate of teacher (Aloysius & Oleforo, 2019).

It is concerned with the possibility or probability of an individual keeping his/her job (Adebayo & Lucky, 2012). It deals with the chances of employees keeping their jobs in order not be unemployed (Simon, 2011). 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 fear of being dismissed from his/her present employment or job loss. Some professions and employment activities have greater job security than others. Job security is an employee's assurance or confidence that they will keep their current job for a longer period as they so wish (businessdictionary.com). 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 & Lucky, 2012; Simon, 2011).

Job security is one's expectation about continuity in job situation. It has to do with employee feeling over loss of job or loss of desirable job feature such as lack of promotion chances, current working conditions, as well as long-term career opportunities. Job security is an important factor in employee commitment. Institution teacher job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, give the teacher a sense of job security (Abdullah & Ramay, 2012). Many researchers have found that job security induce organization commitment of employees.

Davy (1997) investigated that job security significantly relate to employee satisfaction. Iverson (1996) found that job security has significant impact on organization commitment. Job security significant has expanded and high light in the previous ten years feedback of employees why they change the organization. Yousaf and Waheed (2015) and Angeles et al. (2016) found that academic staff commitment is influenced by various factor but there are two major factors:

- Job security and
- Job satisfaction.

Job security is one's expectation related still in job situation. Job security is important part of job commitment (Akpan, 2013). When teachers do not feel secure in their job, increased stress and negative emotions impact their work performance. However, the findings were not as straightforward as increased feelings of job insecurity resulting in decreased performance. Increased feelings of job insecurity first led to fewer work-related positive feelings, which is a crucial component of work engagement. Only then did these feelings harmfully impact actual job performance. This means that just because job insecurity is a reality, does not automatically translate into decreased performance. Employees can still feel positive about their work and environment. It is only when job insecurity is present and these positive feelings are reduced in some way that performance will inevitably suffer.

Quite a number of factors such as employment contract, collective bargaining agreement, labour legislation and personal factors such as education, work experience, job functional area, work industry, work location, etc., play an important role in determining the need for an individual's services and impacts their personal job security (Adebayo & Lucky, 2012). In another extreme, essential or necessary skills and past experience required by the employers and subject to the current economic condition and business environment could also guarantee individual's job security (Adebayo & Lucky, 2012).

Generally, certain type of jobs and industry jobs has been perceived to have high job security. For instance, government jobs, educational jobs, healthcare jobs and law enforcement jobs are deemed to be very secure while on the other hand, jobs in the private sector are widely perceived to offer lower job security which may also be according to industry, location, occupation and other factors (Adebayo & Lucky, 2012). However, in the final analysis, Adebayo and Lucky (2012) noted that people's job security eventually depends on whether they are employable or not and if businesses have a need for their skills or not. Although, employment laws can offer some relief against unemployment risk, they only have a marginal contribution to the job security of individuals. The fact remains that, individuals need to have the right skill set to have good job security.

METHODS

Research Design

The research design adopted for this study is a correlational and survey design. This is because the design aim at accurately and systematically determining relationships that exist between variable in a given population, situation or phenomenon. It is used to investigate one or more variables; as such, it is seen most appropriate for this study with its instrument in identifying characteristics, frequencies, trends and categories. Thus, the correlational design was used as a tool to investigate the relationship that exists between teachers' condition of service and their job performance in Rivers State public senior secondary schools.

Population of the Study

Population is the complete set of people in a given area with a specialized set of characteristics in a research interest. The population of the study therefore, comprised of the entire 7,179 teachers (senior secondary school teachers) and principals (that is 6,893 teachers and 286 principals) in public senior secondary schools (RSSSSB, 2021).

Sample and Sampling Technique

The sample size for the study was 1,076 teachers and principals (that is 866 teachers and 210 principals) as drawn from the entire population. Furthermore, a simple random sampling technique was used to select three (3) schools from each local government area in the state. This brought the percentage of the population to 15%.

Instrument for Data Collection

The instrument developed for data collection was a 20-item questionnaire titled “Conditions of Service and Teachers Job Performance in Public Senior Secondary Schools Questionnaire (CSTJPPSSSQ)”. The questionnaire was subdivided into two sections; section “A” to collect information on the demographic data of respondents while section “B” to gather information on the variables of the study. The Four-Point Likert Rating Scale was used to weigh the response options on the questionnaire as follows: Strongly Agreed (SA) = 4 Points; Agreed (A) = 3 points; Disagreed (D) = 2 points and Strongly Disagreed (SD) = 1 point. The instrument contained 20 items and was designed for principals, teachers and inspectors in order to meet the objectives of the study. The instrument for this study was given face and content validity by three experts from the field of measurement and evaluation and statistics from Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State.

Reliability of the Instrument

Reliability is the degree of consistency between two measures of the same thing. Operationally, to test for reliability of the instrument used, pilot study was carried out on 12 teachers randomly selected from the six schools in the area under study. The results obtained were correlated to know the reliability of the instrument using Pearson Product Moments Correlations statistic method. The obtained reliability coefficient was 0.78 against the backdrop of the accepted standard of 0.05. This showed that the instrument was reliable for the study.

Method of Data Analysis

The data collected for this study was analysed using the statistical package for the social sciences (SPSS). Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson Product Moments Correlations analysis was used to test for the significance of the relationship in each of the hypotheses at 0.05 level of significance. The criterion mean is computed using the 4-Point Likert Type Scale of the instrument as $4+3+2+1=10/4=2.5$. That is, items with mean less than 2.50 is for disagreement while item with mean above 2.50 is for agreement.

RESULTS

Research Question One: How does prompt payment of salary improve public senior secondary schools teachers’ job performance in Rivers State?

Table 1: Mean and Standard Deviation of responses on Prompt Payment of Salary and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

S/N	Items	Mean	S.D.	Remarks
1	Payment of teachers’ performance-based pay enhanced their job performance.	3.07	1.421	Agree
2	Lack of reward on teachers affects their job performance.	3.08	1.409	Agree
3	Teachers are more likely to perform to their potential if they are happy with the salary they are earning.	3.05	1.438	Agree
4	Higher minimum wages are associated with lower rates of absenteeism thereby increasing job performance.	3.06	1.432	Agree
5	Prompt payment of salary provides an incentive to advance efficiency	3.05	1.415	Agree

and job performance.		
Grand Mean	3.062	Agree

Table 1 with its various mean and standard deviation values is to help see the agreement (or lack thereof) of data from the respondents' questionnaires about whether or not prompt payment of salary influences the performance of secondary school teachers in Rivers State. In the first question, trying to decide if the payment of performance-based pay enhances the job performance of teachers in the state, the respondents had a mean score of 3.07, which means that they generally agree with the notion. Similarly, items two, three, four and five which respectively have mean values of 3.08, 3.05, 3.06, and 3.06, also agree with the proposal that lack of reward on teachers affect their job performances; that teachers are more likely to perform to their potential if they are happy with their salary; that higher minimum wages are associated with lower rates of absenteeism; and also that prompt payment of salary provides an incentive to advance efficiency and job performance. Generally, with a grand mean of 3.062, the respondents agree that prompt payment of public secondary teachers' salary influences their job performance in the state.

Research Question Two: How does job security stimulate public senior secondary schools' teachers' job performance in Rivers State?

Table 2: Mean and Standard Deviation of responses on Job Security and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

S/N	Items	Mean	SD.	Remarks
6	When teachers do not feel secure in their job it affects their performance.	3.03	1.446	Agree
7	Increased stress and negative emotions impact teachers' job performance.	3.00	1.455	Agree
8	Increased feelings of job insecurity corresponded with low levels of job performance	2.97	1.422	Agree
9	Retention Bonuses promotes job security and motivate teachers' job performance.	3.04	1.463	Agree
10	Teachers' satisfaction as a strongest predictor of long-term positive teachers' job performance.	2.89	1.449	Agree
Grand Mean		2.986		Agree

Table 2 above display the mean and standard deviation values which help us to have an insight on the respondents' minds, with respect to the question of if job security stimulates the job performance of public secondary school teachers. With a grand mean of 2.986, the general feeling towards this notion is positive. That is to say, the respondents do averagely agree that job security stimulates the job performance of teachers in Rivers State. It is the same feeling you get from all the items where the mean of 3.03, 3.00, 2.97, 3.04 and 2.89 respectively. The respondents generally agree that teachers' job performance is affected when they do not feel secure in their job, that increased stress and negative emotions impacts teachers' job performance, that increased feelings of job insecurity corresponded with low levels of job performance, that the retention bonuses promotes job security and motivates teachers' job performance, and that teachers' satisfaction as a strongest predictor of long-term positive teachers' job performance.

Test of Hypotheses

Hypothesis One: There is no significant relationship between prompt payment of salary and public senior secondary schools teachers' job performance in Rivers State.

Table 3: Pearson Correlation Coefficient of Respondents' Answer

		Prompt payment of salary	Teachers' Job Performance
Prompt payment of salary	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.035
	N	1,076	1,076
Teachers' Job Performance	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.035	
	N	1,076	1,076

** . Correlation is significant at the 0.05 level (2-tailed)

The results from table 3 of analysis for hypothesis one stated above showed that there is a significant relationship between the prompt payment of teachers' salary, and their performance in public senior secondary schools, where (correlation value $r = -.011$, $p < 0.035$). The implication of this result is that the respondents agreed that having their salaries paid, and promptly, affects the output of teachers in public senior secondary schools. Thus, the hypothesis was rejected.

Hypothesis Two: There is no significant relationship between job security and public senior secondary schools teachers' job performance in Rivers State.

Table 4: Pearson Correlation Coefficient of Respondents' Answer

		Job Security	Teachers' Job Performance
Job Security	Pearson Correlation	1	.105
	Sig. (2-tailed)		.012
	N	1,076	1,076
Teachers' Job Performance	Pearson Correlation	.105	1
	Sig. (2-tailed)	.012	
	N	1,076	1,076

** . Correlation is not significant at the 0.001 level (2-tailed)

The result from the table 4 of analysis for hypothesis two stated above showed that there is a significant relationship between job security, and the performance of teachers in Public Senior Secondary Schools, where (correlation value $r = .105$, $p > 0.012$). The implication of this result is that the respondents agreed that having job security influence the effectiveness of teachers in public senior secondary schools. Thus, the hypothesis was rejected.

DISCUSSION

Prompt Payment of Salary and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

Hypothesis one of the study states that ‘There is no significant relationship between prompt payment of salary and public senior secondary schools teachers’ job performance in Rivers State’. The hypothesis was rejected because prompt payment of salary has a significant relationship with the performance of teachers in Public Senior Secondary Schools in Rivers State, as evidenced by the result of our analysis; correlation value $r=.011$, $p<0.035$. Ivancevch & Glueck (c.f., 1989) opined that the perception of employee about the organization benefits policy, if pay is good the employee performance will be good, quality and quantity of work will also increase. It is now also very obvious that increase in minimum wage improves workers' productivity, which translates into businesses offering higher-quality service. Moreover, because companies are getting better performance from workers in return for paying them more, a higher minimum wage does not necessarily lead to fewer jobs. People are often motivated by money. The salary a worker is paid by his employer can have a great influence on his performance in the administration. It is widely believed that money helps to stimulate job efforts. This is particularly true of most of the developing countries where physiological needs of most workers are yet to be satisfied. Money is instrumental in achieving workers' desired needs and in obtaining high order needs such as recognition in the society and in buying essential and luxury goods and services that lead to comfortable life. One major reason why people work is to earn income in money terms. Similarly, Akinwumi (c.f., 2000) stated that salary can be described as the money that an employee receives for doing his job. Money is believed to have a great tendency of bringing out a higher performance in employee when he is adequately paid. It is believed that man is an economic being, whose attitude to work can only be influence by money.

Job Security and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

Hypothesis two of the study states that ‘There is no significant relationship between prompt payment of salary and public senior secondary schools teachers’ job performance in Rivers State’. The hypothesis was rejected, because apparently, job security has a significant effect on the performance of teachers in Public Senior Secondary Schools in Rivers State, as evidenced by the result of our analysis; correlation value $r=.105$, $p>0.012$. James (c.f., 2012) defines job security as the assurance in an employee’s job continuity due to the general economic conditions in the country. Security is one of the second fundamental needs of man as postulated by Maslow’s hierarchy of needs (1943, 1945). Ololube (2017) asserted that security needs are essential needs; for physical safety and the desire to be free from the fear of deprivation of the physiological needs. However, it is largely observed that once an employee on the job passes the probationary period, the need for job security quickly appears to recede its importance. As this is achieved, the individual becomes relaxed and complacent in a job situation. This however doesn’t negate the point that job security does improve the performance of teachers in Public Senior Secondary Schools, even though many have been known to relax the moment they have it.

CONCLUSION

The findings of the study have revealed a very significant relationship that exists between conditions of service and teachers' job performance in Rivers State. Hence, it is safe to say that leaders of different educational institutions, particularly public senior secondary schools should endeavour to synergize their efforts to consciously make educational reforms that will promote conditions of service, thereby bringing about better teachers' job performance. It was observed that in areas such as basic statutory rights, timely promotion of teachers, and prompt payment of teachers' salary, that there is a direct proportionality to teachers' job performance, while this is not the case concerning teachers' job security. The government, as well as the principals in these various senior secondary public schools must do all it takes to ensure better conditions for their teaching performances to increase.

Recommendations

In view of the findings and conclusions of the study, the following recommendations were made:

- The Rivers State Government, should as much as possible always ensure the prompt payment of teachers' salaries. Delay in payment of salaries does not go well for the entire educational sector, as this lies mainly in the hands of the teachers.
- The Rivers State Government should ensure job security for the teachers in the senior secondary education.

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