



Basic Statutory Rights and Teachers' Job Performance in Public Secondary Schools in Rivers State

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ABSTRACT

The study investigated the relationship between basic statutory rights and teachers' job performance in public secondary schools in rivers state. The basic statutory rights were further sub-divided into two (2) dimensions, namely: basic statutory rights and timely promotion. 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. 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' basic statutory rights indicated a strong positive 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 basic statutory rights of its teachers.

Keywords: Conditions of Service, Statutory Rights, Promotion, Teachers' Job Performance, Public, Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

In any country today, consideration is provided for schooling. This was on the grounds that instruction is the bedrock of nation's public fortification, industrialization and the grass pull for ethics and kid improvement. Truth be told, it was unmistakably expressed in the public approach

objective on training, that education is the instrument for feasible financial turn of proceedings and social change just as a crucial instrument for the advancement of a reformist and joined Nigeria (FRN, 2014). This infers that regardless of instruction, a country will undoubtedly stay lacking.

Education is considered as the pillar upon which any nation's defence and development rest. Education is that process that helps to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself (FRN, 2009). Education is one of the most important parts of human life. Education was important to live with happiness and prosperity as it even empowers minds that will be able to conceive good thoughts and ideas that will enable students to do the research while making life decisions. Life gives various survival challenges for humans. But education guide human to fight with failure and get success in life.

Creativity and little different approach to education are some of the attribute that can remove corruption, unemployment, and environmental problems. Education is not about doing a degree it is about how you can live with your own feet and solve daily life challenges. Therefore, no nation can afford to pay lip service to the education of its people. In Nigeria, education is an instrument "par excellence" for effecting national development. It has witnessed active participation by non-governmental agencies, communities, and individuals as well as government intervention (FRN, 2014).

Nigeria being one of the developing nations that have been battling to utilize education as a component to accelerate its possibilities in accomplishing economic development and growth. All things considered, this must be accomplished through able and gainful instructors who have the dominance of the topic. As indicated by Goldhaber and Hansen (2010) teachers are respected as perhaps the main determinants of nature of training. They were considered as irreplaceable human asset and undoubtedly, the absolute most significant component in the educational system, more significant than the nature of hardware and materials and the degree of economic life. Additionally, any instructive game plan, the achievement lies in the execution of its teachers. Considering Ogundele (2000), no country transcends the degree of its training and no instructive framework grows out of the quality and status of its instructors.

A nation that thinks lightly of education does so at its own peril. In this regard, Ogundele (2000) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. This must have informed the decision of the International Labour Organization (ILO) in co-operation with the UNESCO to launch a chapter on ILO/UNESCO recommendation concerning the status of teachers, a document to which Nigerian Government was a signatory. The document did make a very strong case for the primary importance that the teaching profession should enjoy in the scheme of things, but also presented a solid advocacy for the improvement of conditions of service. It is in line with this vision that the Federal Government of Nigeria is given consideration for conditions of service for the Nigerian teachers (Ogundele, 2000).

The Nigeria government are also working tirelessly in promoting education for all initiative in the context of its recent reforms and the national policy on education, not only as means to achieving national educational goal but also as part of its work to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. Through both global technical cooperation and policy dialogue, aimed to influence national education policies so that education systems prevent illiteracy and promote problem-solving, thinking, or inquiry, self-instruction, and self-evaluation using the criterion of mastery.

Meanwhile, teachers are arguably the most important members of our society. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future. The necessity of prioritizing teachers' condition of service in educational systems cannot be overemphasized. Among the strategies for action that will contribute directly to an improvement of the quality of education, is a sustained investment in the professional development of teachers and the improvement of their working and employment conditions. The status of teachers and the status of education are closely related. Teachers can only be the catalysts for change in the movement against child labour if they are supported in the process of improving their work with children in the classroom. Their credibility among parents and community members and the all-important trust in their concern for the welfare of children and the community are closely tied to their ability to provide the quality of education that parents seek for their children (Verspoor, 2004).

Statement of the Problem

In the context of public secondary schools in Rivers State, the performance of teachers plays a pivotal role in shaping the quality of education and the overall development of student. Unfortunately, the ministry of education in Rivers State have forgotten the very essence of their role in making sure that teachers and students benefit from their efforts in ensuring that teachers statutory rights and prompt promotion are guaranteed.

The Rivers State wing of the Nigeria Union of Teachers (NUT), in a 10-point demand read by its former state chairman, Mr. Nkpogene Lucky, in Port Harcourt, added that they were mild in approaching the issues that concerned their welfare. The statement reads: "Let me say it loud that the Nigeria Union of Teachers, Rivers State wing still has teeth to bite and should not be taken for granted or pushed to the wall. "How come teachers will be begging for promotion and other statutory rights since 2009? "The other demands of the union include financial implementation of verified promotions of teachers for 2009 and 2010, payment of outstanding salaries of February and March 2016 to affected teachers, payment of rural area allowance to teachers, the release of promotion letters for 2011, 2012 and 2013 teachers under the senior secondary schools board and payment of pensions and gratuities to retired teachers.

Studies have demonstrated that all the examined reasons for declined in teachers job performance include; head teachers communication style, insufficient teachers' improvement and relational relationship among others. Subsequent to identified problem that this study seeks to investigate the impact of basic statutory rights on public secondary school teachers' job performance in Rivers State.

Aim and Objectives of the Study

The study was aimed at investigating how basic statutory rights improve teachers job performance in public senior secondary schools in Rivers State, while the specific objectives of the study were to:

- Examine how basic statutory right enhance public senior secondary schools' teachers' job performance in Rivers State.

- Investigate how timely promotion improve public senior secondary schools’ teachers’ job performance in Rivers State.

Research Questions

The following research questions guided the study:

- How does basic statutory right influence public senior secondary schools teachers’ job performance in Rivers State?
- How does timely promotion improves public senior secondary schools’ teachers’ job performance in Rivers State?

Hypotheses

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

- Basic statutory right has no significant relationship with Secondary Schools’ Teachers’ Job Performance in Rivers State.
- Timely promotion has no significant relationship with Secondary Schools’ Teachers’ Job Performance in Rivers State.

Scope of the Study

The scope of this study is limited to determine basic statutory right impact on teachers’ job performance in public senior secondary schools in Rivers State. Senior secondary schools in Rivers State precisely. In terms of contents, is delimited to the variables of basic statutory rights and timely promotion that enhances teachers’ job performance.

REVIEW OF RELATED LITERATURE

Teachers Job Performance

Teachers' job performance can be defined as the actions they perform in schools in order to achieve educational goals (Hwang et al., 2017). Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. Campbell (1990) describes job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables (Campbell, 1990; Campbell, et al., 1993).

A definition of job performance should be useful for the full range of strategies and interventions that the field of industrial–organizational (I-O) psychology might utilize to improve human performance in work organizations. Many of these strategies involve recruitment and selection, training and development, or motivation. In addition, other strategies that might involve removing constraints that prevent individuals from contributing to organizational

objectives and providing individuals with enhanced opportunities for organizational contributions could also affect performance directly. Thus, a definition of performance should allow for variation attributable to differences in (a) traits measured in selection programs, (b) participation in training and development programs, (c) exposure to motivational interventions and practices, and (d) situational constraints and opportunities.

Statutory Right and Teachers' Job Performance in Public Senior Secondary Schools

Statutory rights are essentially legal rights which nearly all workers are entitled to. While there are some exceptions, as a worker you are generally entitled to these rights. Statutory rights are a right which has been prescribed, ordained, or conferred by statute, as opposed to one fixed by common law, custom, company policy, etc. The basic statutory right of a teachers is right granted by law passed by a legislative body. This includes; right to statutory sick pay when sick; right to pension; right to adequate redress of any grievance and the right to be paid the same as someone of the opposite sex doing the same job. In addition, the right to say no to unsafe work. The right to be consulted about safety in the workplace. The right to workers compensation. The right to a fair and just workplace. Employment rights are designed to balance the expectations of the job with the fair treatment of the worker doing it. The exact employment rights of a teachers vary, depending on the kind of job they do, the arrangement they have with their employers and many other variables. Workers' rights at work come from both their statutory rights and their employment contract (Ololube, 2019).

Teachers have come a long way in the last 50 years. Their professional image has changed. Ideas about what is proper behaviour for a teacher have changed. And the law has changed. In the past, the community expected teachers to be poor and meek. Dedication meant long hours for little pay. In many communities, teachers were held to the same expectations as were ministers' wives: no smoking, no drinking, no wearing flashy clothes or driving expensive cars; go to church, be a good family person.

The cast-iron rule was: Thou Shalt Not Offend the Community. If teachers disagreed with the dominant social, political, or religious perspectives of the community, they kept it to themselves. Just as teachers were neither seen nor heard outside the classroom, in the classroom the expectation was that they would be subservient to the community's social and political mores. If they stepped across the line, voiced opinions, or became controversial, teachers faced dismissal. And dismissal was arbitrary: there was no hearing, no appeal. After all, if a hearing was required, the teacher was obviously too controversial for the community (Verspoor, 2004).

Today's teachers have a new professional image. Laws and court decisions give teachers more protection from arbitrary community harassment. Strong organizations work to uphold the rights of individual teachers. What rights do teachers have? The area in which teachers have gained the most freedom is in the right to a private life outside the school. Most teachers now take for granted their right to a private life. Teachers can choose their friends, their organizational involvements, their community activities. Teachers can run their own lives, and they can even run for office. A teacher's personal affairs are considered private. Of course, since teachers are entrusted with the care of minor children, there are some limits on their behaviour. A teacher's life is private up to the point at which it interferes with the education of the children. Courts have said that school boards can dismiss teachers and administrators who commit crimes or admit to involvement in criminal activities.

The courts recognize that a teacher is a citizen in a democracy, and that role models of democratic citizenship in the schools are desirable. However, teachers can bring their political convictions into the classroom. Generally, courts have ruled that the school should be a marketplace for the free expression of ideas. But the classroom is not a bully pulpit or a place to let out frustrations: there must be balance, equal time for competing viewpoints. Generally, courts have ruled that the school should be a marketplace for the free expression of ideas. But the classroom is not a bully pulpit or a place to let out frustrations: there must be balance, equal time for competing viewpoints. Based on this, giving teacher full statutory right will help boost the teacher job performance.

Tenure provides an additional protective shield available to almost all teachers today. Tenure gives teachers the right to their jobs. Tenured teachers cannot be dismissed without due process of law or without cause; they are entitled to notice of charges and a fair hearing, with the opportunity to present a defence. The burden is on the school authorities to show that there are good and lawful reasons for dismissal. "Live and let live" may be a maxim for happy living in the community, but the classroom is different. Teachers are responsible for their students. Their responsibilities are defined in statutes, court decisions, and local school regulations. Teachers must prevent students from harming themselves, other students, or school property. They must maintain order, and they must evaluate the academic progress of students.

Timely Promotion and Teachers' Job Performance in Performance in Secondary Schools

In the context of this study, timely promotion entails that secondary teachers are not timely paid after formally being promoted and/or are not promoted as they gain job experiences in time. Timely promoted teachers have positive impact on pupils' learning progress because those who are not promoted put very little efforts in their teaching. Sometimes, student is left alone in the classroom the whole day without learning anything. Poor grade promoted teachers also hardly cover the syllabus and this is what is happening in most of public senior secondary schools. In these schools' teachers are not doing enough due to the lack of motivation such as timely promotion (Ololube, 2013).

Timely promotion plays a great role in increasing teachers' work morale. Most of our teachers in schools they just try to meet the school time table but in the classrooms their efficiencies is very low. So if teachers are motivated through annual increment and timely promotion of their grades they can help the pupils in their studies as well in discipline matters.

Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals (Ololube, 2017).

But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Muheeb, 2004). He suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status but also the needs for achievement or recognition of competence. It follows therefore that workers will strive

to perform effectively in their job if they are assured that by doing so, will increase their chances of being promoted.

Therefore, receiving a desired promotion at the right time would no doubt increase the extent to which a worker is urged to carry out his work effectively. Thus, despite the fact that it is stated in article 77 section 9 of National policy of Education (FRN, 2014) that promotion opportunities will be created at every educational level to allow for professional growth at each level, teachers' promotion has not been implemented accordingly. Rather than based on merit, promotion is based on favouritism, nepotism and used political weapons (Nakpodia, 2006, 2009).

METHODOLOGY

Research Design

The research design adopted for this study is a correlational and survey design. This is because the design aims 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 exist 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.

Validity of the Instrument

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. The experts under studied the items, made corrections and comments where necessary in terms of accuracy for the final production of the questionnaire. The questionnaire was made up of 20 items. Items 1-5 was used to answer research question 1 and hypothesis 1-5, items 6-10 was used to answer research question 2 and hypothesis 2; items 11-15 was used to answer research question 3 and hypothesis 3. Furthermore, items 16-20 was used to answer research question 4 and hypothesis 4.

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 result 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, item 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 basic statutory right influence public senior secondary schools teachers' job performance in Rivers State?

Table 1: Mean and Standard Deviation of responses on Basic Statutory Right and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

| S/N | Items | Mean | SD. | Remarks |
|-----|--|--------------|-------|--------------|
| 1 | Regular payment of sick leave enhanced teachers' job performance. | 3.01 | 1.442 | Agree |
| 2 | Granting of maternity leave encourage teachers job performance. | 3.20 | 1.377 | Agree |
| 3 | Complying with national minimum wage payment enhanced teachers' job performance. | 2.96 | 1.377 | Agree |
| 4 | Allowing teachers to enjoy annual leave enhanced their job performance. | 3.01 | 1.427 | Agree |
| 5 | Holiday to teachers has effect on their job performance. | 2.99 | 1.413 | Agree |
| | Grand Mean | 3.034 | | Agree |

The table 1 above shows the mean and standard deviation of respondents in response to the effect basic statutory rights have on Public Senior Secondary Schools ' Teachers' Job performance in Rivers State. Having a grand mean of 3.034, the respondents have shown that they largely agree that basic statutory rights will highly impact the job performance of public secondary school teachers. Items 1, 2, 3, 4, and 5, having mean scores of 3.01, 3.20, 2.96, 3.01, and 2.99 indicate that the respondents agree that: regular payment of sick leave enhances teachers' job performance; that granting maternity leave encourages teachers' job performance; that complying with national minimum wage payment enhanced teachers' job performance; that allowing teachers to enjoy annual leave enhanced their job performance; and that holiday to teachers has effect on their job performance

Research Question Two: How does timely promotion improves public senior secondary schools' teachers' job performance in Rivers State?

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

| S/N | Items | Mean | SD. | Remarks |
|-------------------|--|--------------|-------|--------------|
| 6 | Prompt promotion of teachers enhances their job performance in secondary school? | 3.07 | 1.436 | Agree |
| 7 | Irregular promotion of teachers affects their job performance. | 3.02 | 1.426 | Agree |
| 8 | Unilateral promotion of teachers by principals affects their job performance. | 3.06 | 1.421 | Agree |
| 9 | Discriminatory promotion of teachers affects their job performance in secondary schools. | 3.03 | 1.429 | Agree |
| 10 | Improvement in the promotion of teachers in my school enhances their job performance. | 2.98 | 1.452 | Agree |
| Grand Mean | | 3.032 | | Agree |

The table 2 above show the mean and standard deviation of respondents in response to the question of how timely promotion improves public secondary school teachers' performance. From the table above, with mean values of 3.07 for item six, 3.02 for item seven, 3.06 from item eight, 3,03 for item nine, and 2.98 for item ten. The respondents agree that prompt promotion of teachers enhances their job performance in secondary schools, that irregular promotion of teachers affects their performance, that unilateral promotion of teachers by principals affects their job performance, that discriminatory promotion of teachers affects their job performance in secondary schools, and that improvement in the promotion of teachers in schools enhances their job performances. Therefore, with a grand mean of 3.032, it stands to reason that the respondents generally agreed that the timely promotion of teachers in public senior secondary schools improves their job performance in the state.

Testing of Hypotheses

Null Hypothesis One: Basic statutory right has no significant relationship with Secondary Schools' Teachers' Job Performance in Rivers State.

Table 3: Pearson Correlation Coefficient of Respondents' Answer to Basic statutory right Teachers' Job Performance

| | | Basic statutory right | Teachers' Job Performance |
|----------------------------------|---------------------|-----------------------|---------------------------|
| Basic statutory right | Pearson Correlation | 1 | -.013 |
| | Sig. (2-tailed) | | .012 |
| | N | 1,076 | 1,076 |
| Teachers' Job Performance | Pearson Correlation | -.013 | 1 |
| | Sig. (2-tailed) | .012 | |
| | 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 basic statutory rights and the performance of teachers in Public Senior Secondary Schools, where (correlation value $r=.013$, $p<0.012$). The implication of this result is that the respondents agreed that having access to basic statutory rights more often than not, positively influences the effectiveness of teachers in Public Senior Secondary Schools. Thus, the hypothesis was rejected.

Null Hypothesis Two: Timely promotion has no significant relationship with Secondary Schools' Teachers' Job Performance in Rivers State.

Table 4: Pearson Correlation Coefficient of Respondents' Answer to Timely promotion and Teachers' Job Performance in Rivers State

| | | Timely promotion | Teachers' Job Performance |
|----------------------------------|---------------------|------------------|---------------------------|
| Timely promotion | Pearson Correlation | 1 | .082 |
| | Sig. (2-tailed) | | .013 |
| | N | 1,076 | 1,076 |
| Teachers' Job Performance | Pearson Correlation | .082 | 1 |
| | Sig. (2-tailed) | .013 | |
| | N | 1,076 | 1,076 |

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

The results from table 4 of analysis for hypothesis two stated above showed that there is a significant relationship between timely promotion of teachers, and their performances in the various secondary schools, where (correlation value $r=.082$, $p<0.013$). The implication of this result is that the respondents agreed that being assured of timely promotion positively influences the output of the teachers in Public Senior Secondary Schools. Thus, the hypothesis was rejected.

DISCUSSION OF FINDINGS

Basic Statutory Right and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

Hypothesis one of this study states that "Basic statutory right has no significant relationship with Secondary Schools' Teachers' Job Performance in Rivers State. The hypothesis was rejected

because basic statutory right 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 $r=.013$, $p<0.012$. Ogundele (2000) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers. This must have informed the decision of the International Labour Organization (ILO) in co-operation with the UNESCO to launch a chapter on ILO/UNESCO recommendation concerning the status of teachers, a document to which Nigerian Government was a signatory. The document did make a very strong case for the primary importance that the teaching profession should enjoy in the scheme of things, but also presented a solid advocacy for the improvement of conditions of service. It is in line with this vision that the Federal Government of Nigeria is given consideration for conditions of service for the Nigerian teachers (Ogundele, 2000). This presupposes that teachers, being quite important and vital in the economy should have basic statutory rights, in order to aid their works, actions and livelihoods in the economy. The basic statutory right of teachers is right granted by law passed by a legislative body. This includes; right to statutory sick pay when sick; right to pension; right to adequate redress of any grievance and the right to be paid the same as someone of the opposite sex doing the same job, among others.

Timely Promotion and Teacher Job Performance in Public Senior Secondary Schools in Rivers State

Hypothesis two of the study states that “Timely promotion has no significant relationship with Secondary Schools’ Teachers’ Job Performance in Rivers State”. The hypothesis was rejected because timely promotion has a significant relationship with the performance of teachers in Public Senior Secondary Schools in Rivers State, as displayed by the result of our analysis; correlation value $r=.082$, $p<0.013$. Muheeb (c.f., 2004) is in agreement with this finding as he opined that if the individuals within an organization are deprived their promotions, they would become disconnected and consequently, this leads to labour turnover. He suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status but also the needs for achievement or recognition of competence. It follows therefore that workers will strive to perform effectively in their job if they are assured that by doing so, will increase their chances of being promoted (Nakpodia, 2006, 2009).

Timely promoted teachers have positive impact on pupils’ learning progress because those who are not promoted put very little efforts in their teaching. Sometimes, students are left alone in the classroom the whole day without learning anything. Poor grade promoted teachers also hardly cover the syllabus and this is what is happening in most of public senior secondary schools including community secondary schools. In these schools’ teachers are not doing enough due to the lack of motivation such as timely promotion. Timely promotion plays a great role in increasing teachers’ work morale. Most of our teachers in schools they just try to meet the school time table but in the classrooms their efficiencies is very low. So if teachers are motivated through annual increment and timely promotion of their grades they can help the pupils in their studies as well in discipline matters. Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of

recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals (Abdullah & Ramy, 2012).

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, under its legislative arm, in conjunction with school leaders should ensure that teachers' basic statutory rights are made available to them, to avoid whatever factors that would dissuade them from their duties.
- The Rivers State Senior Secondary Schools Board should ensure that teachers' are regularly and promptly promoted, as this serves as a form of encouragement to the teachers, and motivates them to be diligent in their jobs.

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