



Working Condition Variables and Teachers Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract

This study examined the relationship between working condition variables and teachers' job performance in public senior secondary schools in Rivers State. The study adopted a correlational design. Three objectives, three research questions and three hypotheses guided the study. The population of the study comprised all the six thousand eight hundred and ninety-three (6893) teachers in the (289) public senior secondary schools in Rivers State, which comprised 3490 male teachers and 3403 female teachers within the 23 local government area in Rivers state. A sample size of 827 teachers representing 12% of the population was drawn using a purposive sampling technique. The instruments used for data collection, were questionnaires titled: "Working condition questionnaire (WC) and teachers Job Performance Questionnaire (TJP). The questionnaire was structured on a 4-point Likert scaling pattern. The internal consistency of the instrument was established through the use of Chronbach Alpha and reliability indices of .711 and .751 were obtained. The research questions were answered using mean and standard deviation (SD), and a criterion mean of 2.50 was used to make judgment, while the null hypotheses were tested at .05 level of significance using Pearson Product Moment Correlation (PPMC). The findings indicated that working condition variables (remuneration, staff development, and infrastructural facilities) influences teachers' job performance to a high extent in public senior secondary schools in Rivers State. The results from testing the hypotheses showed that there is a significant relationship between working condition variables and teachers' job performance in public senior secondary schools in Rivers State, and the study concluded that working condition variables have significant relationship with teachers' job performance. The study recommended among others that government should employ the best remuneration package to make teachers to be committed to their work, intensify effort on the provision of infrastructural facilities in public senior secondary schools in Rivers State.

Keywords: Working Condition, Teachers, Job Performance, Public, Senior Secondary, Schools, Rivers State.

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INTRODUCTION

Teachers are ever important in every educational institution. They are the heart of every educational foundation and the effectiveness and success of it depends on the personnel who form and work within its organization. It is not misleading to say that every success story or failure of an educational system is embedded partly on the teachers, often times in discussions, people express their opinion saying that a teacher's worth to their society can never be quantified in financial terms, reason being that they are the essential aspects of every formal education system.

Teachers are the vessel through which the younger generations in our societies are informed, coached, tutored, mentored, guided, instructed and knowledge transferred. Since the objective of a school system is to optimise teaching and learning, the ability to achieve this objective includes having a good working condition to enable effective and efficient performance of its teachers. Performance however is seen as the measure of how efficiently a given set of resources is utilised to achieve a given objective or goal, which means that educational performance is seen as the ratio between the contributions or effort put in education to the general development and cost of education.

Performance simply put is the number of units of a product or services that an employee handles in a defined time frame. Performance can be achieved through an employee's actions or behaviour towards carrying out duties that contribute to organization goals. Performance in education is impalpable or concealed but can only be assumed from its yield and the rate at which educational objectives are achieved. It is a continuous process taking into consideration, teachers performance which is determined by their abilities, motivation, technology and technical factors such as quality and quantity of instructional materials, and it's processed by the managerial action necessary or available to improve the overall productivity of the school such as recruitment should be centered or based on, personnel possession of skills, knowledge and their attitude which is relevant to the performance of the task of teaching.

On the other hand, students learning shows the desired type, number and quality of education the teachers produced and it is said that a schools accomplishment depends on its teachers' performance, meaning that every school is a reflection of the quality of its teachers academic input, this however is enhanced by the teacher's motivation to do work whole heartly, with more zeal, working effectively and resourcefully, based on his working condition.

According to Mark (2001), performance is staff proficiency in generating products, services or outcome that directly or indirectly adds to the improvement of any organisation. It shows employees effectiveness in carrying out their assigned duties that are formally under their responsibility and as well as to the organisational growth or development. An employee's performance is tied to the activities that lead to the effectiveness of his organisation such as educational institutions making it attain its goals and achieve competitive advantage over other schools. But in order for an organisation to achieve greater productivity there is need for them to apply methods that should improve their employee's performance.

The most essential method of achieving quality job performance in an organisation is to provide a good working condition for their staff in form of staff development training, motivation, good relation packages, infrastructural facilities, regular promotions and a good working health service. Ololube (2019) referred to working condition as the working environment and aspects of an employee's terms and condition of employment showing that working condition covers matters concerning the place of work and the activities that are related

or needed to carry out the work. Example training skills and employee's ability, health, safety and the total well-being of the employee also work time and work balance.

Ololube (2017) opined that working condition refers to an environment in which one work is influenced by the factors such as cleanliness, lightning, equipment, paid overtime, uniforms, access to amenities e t c. Working condition are the resources provided for teacher's performance such as teaching facilities and tools, school environment, regular promotion, motivation, salary structure, staff development such as mentoring, coaching, succession, planning. Employees training could also be in form of in-service training conference, seminar, workshop training and retraining, etc. Working condition covers a broad range of intuition ideas such as physical, social and psychological working condition. The physical working condition is the school environment, which is the workplace, teaching facilities and the equipment or tools. If a school's infrastructures are well-equipped, it motivates its staff to achieve school or organisational set goals. Working conditions is a very big source of motivation, it serves as a driving force that makes the employees willing to be committed and dedicated to the organizational goals. Good working conditions can act as a stimulant that enables the employee even go extra mile to get the task accomplished. Motivation makes peoples actions meaningful towards work and their workplace, it also brings about willingness to achieving goals, and it brings about satisfaction and high performance. A good working condition strives towards achieving organizational goals through getting employees committed and dedicated to their duties/job.

Statement of the Problem

Secondary school education is aimed at preparing students for a better and useful living within and outside their environment. However, working condition is the crucial link to boosting teachers' morale and maintaining a high level of performance and making sure that every student attains a successful story. Efficiency, effectiveness and performance of students in every school is gotten or attained through the employees' (teachers') hard work, commitment, dedication and effectiveness towards carrying out their duties. Teachers are the most important tools in every educational setting and are the ones who interpret the curriculum and explain them into actions in their classrooms. The academic success and high performance of students depends on the job performance of the teacher. A teacher's effort is seen in the academic performance of his or students. Most people may argue that the duties of a teacher are not as important as that of a doctor or an engineer and the question then is, will there be a doctor or an engineer, if the teacher does not exist? The answer is no.

Teachers teach and transfers knowledge of their job and skill to other professionals in the classroom; they equip them to become professionals in their field. It is therefore a pity that teachers who are the foundation for every other profession to be always neglected by their masters the federal government, state government and the society. Teachers' welfare suffers negligence and the working conditions of teachers appear not to be given upper most attention. Teachers work in a high environment where there is poor working condition such as poor toilet facilities, inadequate staff room, electricity, inadequately instructional materials to convey a lesson to learner, even in some cases, teachers are forced to purchase their own chairs and sits and their instructional materials with the meager salary they are paid. Teachers are not promoted for many years and even in some States in Nigeria, teachers are owed salary backlogs and this sometimes demoralize the teacher and make them unable to perform optimally in discharging

their duties thereby producing graduates that cannot compete favourably beside other counterparts. The researcher during a personal discussion with some teachers in government schools, understood through their responses, that some teachers have no enthusiasm to teach, having little desire and interest to impart additional knowledge to their learners. When teachers are not paid their salaries as at when due, or promoted as at when due, it affects their motivation to perform well, and this in turn affects the teachers job performance, likewise staff development is meant for capacity building of teachers but when it is not provided, teachers cannot keep up-to-date with the changes in the classroom and society, for instance, today's ICT facilities and innovative methods of teaching in the class (using a projector, computer, smartboard, etc.) if teachers are not exposed to these trainings, it will pose a serious threat to their ability to teach even when they have the propensity to teach, not having the training or developed skills makes their ideas dysfunctional in nature and they cannot adjust to the recent trends. Infrastructural facilities which should be provided to aid teaching and learning are most times inadequately provided posing a threat to teachers' job performance.

The inadequate provision of proper remuneration, staff development, infrastructural facilities, promotion, health services poses a threat to teachers' job performance. When teachers are poorly motivated in terms of financial and non-financial benefits, they are unhappy, frustrated, unmotivated, uninspired and demoralized and most of this led to teacher's absenteeism which may also lead to poor job performance on the part of the teachers. When teachers are affected by working conditions, they tend to perform poorly and this usually has adverse effect on the academic performance of the students, against this backdrop it becomes pertinent to examine the relationship of working condition and teachers' job performance in public secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study is to investigate the relationship between working condition variables and teachers' job performance in public senior secondary schools in Rivers State. Specifically, the objectives of the study are to:

- Determine the extent remuneration influence teachers' job performance in public senior secondary schools in Rivers State.
- Examine the extent staff development influence teachers' job performance in public senior secondary schools in Rivers State.
- Ascertain the extent infrastructural facilities influence teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

- To what extent do remuneration influence teachers' job performance in public senior secondary schools in Rivers State?
- To what extent do staff development influence teachers' job performance in public senior secondary schools in Rivers State?
- To what extent do infrastructural facilities influence teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

- There is no significant relationship between numeration and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between staff development and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between infrastructural facilities and teachers' job performance in public senior secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Herzberg Two-Factor Theory of Motivation

The theory that propelled the search light for the study on working condition and teachers' job performance is the motivation theory by Fredrick Herzberg. This theory is also called the "motivation – hygiene theory", "motivation maintenance theory" or "dual factor theory". The theory was propounded by Herzberg et al. in the year 1959 in his book: the motivation to do work. The theory states that what motivates the human are categorised into two-factors namely the motivation factors and the hygiene factors.

The hygiene factors (maintenance factors) are also referred to as dissatisfies. "Hygiene" is used in the sense that these maintenance factors are extrinsic to work itself and involves aspects like policies, supervision practices. Hygiene factors prevent or reduces negative behaviours and attitudes among employees and the factors found here are mostly related to the environment and are external to the job, but its absence can cause job dissatisfaction. They are job security, the presence of job security to an employee means happiness knowing that a person will not be easily dismissed from their secured job and this peace of mind enables them perform well in their job by giving all their best knowing they have a career to build in that place of work.

The status of an employee that is demoted in workplace will become dissatisfied and this most times will affect their performance poorly. The interpersonal relationship in a work place should be cordial and void of fear, a person should be happy working with their fellow colleges and not be afraid because of competition made present in workplace. The personal life of an employee should be considered as his feelings can affect the delivery of his duties even his health should be put into consideration providing healthcare service, salaries paid should be equal and should correspond to the present cost of living, salary structure should be same for equals and be able to compete with another firm. Organisations' policies should consider the interest of employees. Working condition should be fair and clear and flexible, supervisors should carry employees along by showing them how work should be done properly to achieve the set-out goals.

On the other hand, motivators are intrinsic factors that are driven by internal reward, an employee's motivation to work harder is born from within him, if he sees the work as satisfying to him, he does the job because he loves/enjoys doing the work, and not just for the money, recognition for fame, etc. Motivators are inspired by challenging work, being recognized for

that, it explained how the elements in a working condition can influence the performance of teachers in the school system.

Conceptual Framework

The following variables were reviewed in line with the study:

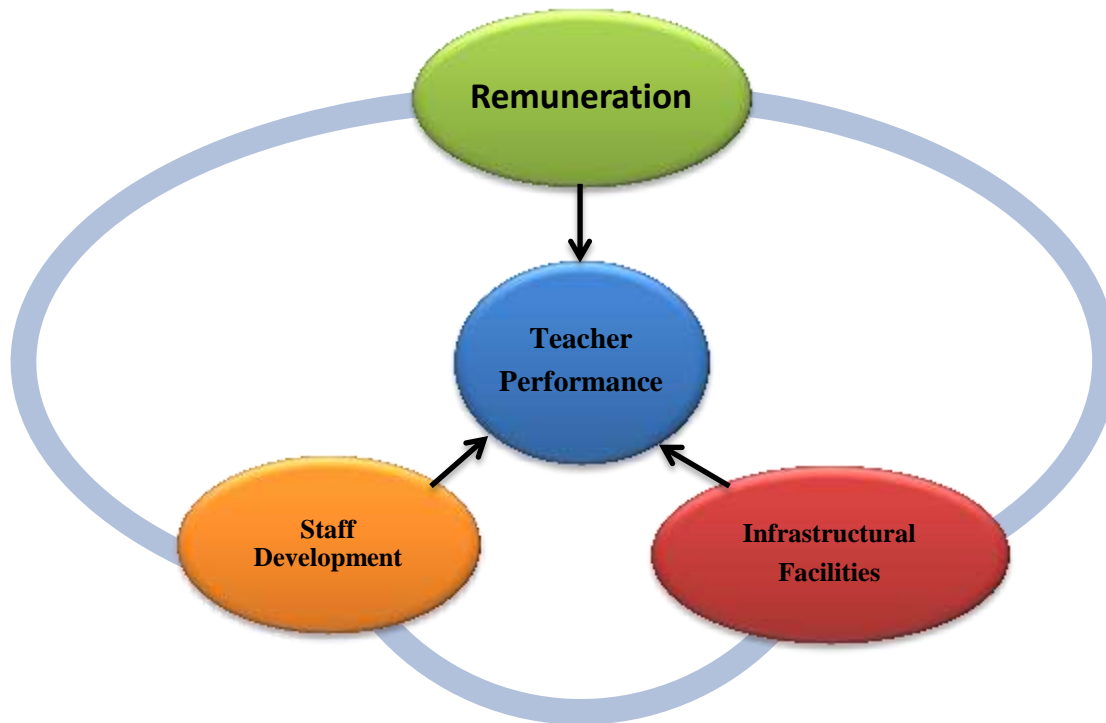


Figure 2: Conceptual framework showing the impact of working condition variables on teacher's job performance and students' academic performance.

The Concept of Working Condition

The working condition of any paid job is the main focus of anyone or applicant that is applying or accepting a job considers or looks at before taking it, since this aspect borders on employee's services of condition. It reflects on issues like work time, the infrastructural facilities that aid the job, remuneration, job security health and safety, employees' benefits, and hours allotted to the work itself etc. According to Umeh (2012), working condition is the part of work that sets out duties, responsibilities, hours of work, salary and leave and other privileges to be enjoyed by the people that are employed. This according to the scholar covers both pay, work itself, supervision, promotion, work place, being recognised, advancement and achievement, which means that if a proper implementation is done, staff will feel satisfied and will be committed and dedicated to perform their jobs diligently.

Condition of service is a very vital aspect of working condition, since it is regarded as the benefits and incentives that every staff or working teacher needs in order to solve or attain his or her physical or psychological needs, and when this is achieved, it serves as a vehicle that inspires the teacher to achieve a high level of performance, some of this condition of services for

secondary school teachers include: teachers' salaries, working condition, retirement benefits, security provisions and a lot of others. Agi (2010) posited the components of working conditions are non-financial benefits, leave, social and political rights, personnel policies, workplace climate and professional fulfillment and authorities. Okoye (2006) classified working condition as extrinsic to the work itself, which is relating to the work framework. This is to say that working conditions serves human needs to avoid unpleasantness.

It is believed that any organization that wishes to succeed in achieving its aims and objectives has to first maintain a good working condition so as to achieve its goals. This is so because of the intrinsic and extrinsic factors. The intrinsic factor is the incentives attached to one's job that is what influences the teacher within the job, and this includes remuneration, achievement, proper infrastructural facilities, recognition, the work itself, promotion and good health service, while extrinsic are the environmental condition attached to one's work element that contribute or motivated the teacher e.g. interpersonal relationship with colleagues and subordinates.

Heibutzki (2015) considered working condition to be lightning, ventilation, office space, supplies and equipment, stating that they are maintenance factors that when present enhances the teacher's performance, and when inadequate or absent brings about dissatisfaction. He further explained that working condition show that teachers expect to enjoy certain conditions from their work as a result of the traditional work relationship between them, their fellow colleagues and their employers, and when these conditions are in existence, teachers strive to achieve the requirements of their job. It is also seen that the absence of these conditions brings about teachers being dissatisfied in their jobs and then, this brings about a low performance in their job. Working condition is considered as resources put in place to enhance teacher's performance such as teaching facilities and tools, school environment, salary structure, staff development etc. Working condition to a great length also includes working hours, job security, jobs safety, relationship between employees etc.

Ololube (2017) referred to working condition as an environment in which, a person's works, as influenced by factors that include cleanliness, lightning, equipment, paid, overtime, uniforms, and access to amenities etc. Working condition covers educational concepts such as physical social and psychological working conditions. It explains the term and condition of a staff employment their annual and basic enumeration working hours to be done dos and don'ts, of the school that can lead an employee to being promoted or dismissed. It is the circumstance that affects labour in workplace, which includes legal rights and its responsibilities; and it is the content upon which teachers are supposed to perform their duties.

Some working conditions are favourable while others could be so unfavourable depending on the school and the person in leadership (control). A favorable working condition is seen as a good working condition while unfavourable is seen as a poor working condition, a good working condition consist of better pay, security etc. and encourages the best in the employee, while on the other hand, a poor working conditions consist of lack of benefits, lack of security, lack of safety, poor salary structure, lack of incentives and more workload which leads to mental stress and causes harm to the teachers health and sometimes leads to teachers leaving the profession to other jobs with better working conditions.

The Concept of Job Performance

Job performance is the work-related activity expected of an employee when carrying out organisational goals. A person or group of people are said to have performed excellently based on the level of achievement their quantified goals, also included is the process and method that is engaged to achieve the set goals. Ololube (2017) posited that job performance is a means to reach a goal or set of goals within a job, role or organisation but not the actual consequences of the acts performed within the job. The scholar further affirmed that job performance is not just a single action but rather a "complex activity". Meaning it is a combination of activities geared toward attaining or achieving a set goal, which in turn is perceived to as performance. Odinga (2010) explained that performance is a function of an employee's behaviour and that behaviour is jointly determined by level of effort and abilities that the person put in. For an individual or group to attain a high result as performance, they have to first adopt appropriate behaviours and needed skills, knowledge and competence about his or her job.

Performance is seen as how well or badly a person executes a job, making a person see performance through two measurements, which is effectiveness and efficiency. Effectiveness deals with how a goal is accomplished while efficiency is the steps put together to achieve a given goal. Performance therefore should be based on reviewing an actual work achievement of a given teacher. Andrew (2004) asserted that performance is a function of an employee's level of effort and their abilities to perform a given task, which means that a teacher's efforts in carrying out undersigned work or duty and being successful in it shows that he or she has performed well.

Danica and Tomislav (2013) and Eebunefu (2017) viewed performance as an activity in which an employee or person finishes or achieves the task given to him or them successfully subject to the normal constraints of reasonable and utilisation of the resources that are made available. Roe and Kanfer as cited in Amadi-Robert (2019) asserted that, for job performance to be properly defined, there is need to first differentiate it into two different aspects, which are behavioral aspect and outcome aspect both aspects are in a way related but not fully similar, the outcome aspect of job performance according to them denote the consequences or results produced by the employee's behaviour. Therefore, job performance in terms of outcome aspect is based on the factors other than employee's behaviour, meaning that the result of a series of employee's behaviour is viewed then as job performance.

Job performance is known to be a process of generating products, services or outcomes that directly or indirectly contribute to the technical core of the organisation. It is considered an employee's usefulness in carrying out or executing duties that are assigned to them and contribute to the organisational technical core (Cook, 2008). He further explained that job performance includes activities carried out by personnels (teachers) that usually leads the school effectiveness, even when these activities are out of the range of their specific areas of duty. For a school organisation to attain or achieve competitive advantage over other school organisations, its establishment needs, the services of highly performing teachers that can attain the organisational goals of the company (Sonnetage & Frees, 2002). An organisation needs to discover methods to be engaged to improve their teacher's performance, if they need to achieve productivity then, the organisations should put in efforts that are key in making sure that their teachers can achieve or perform very highly in jobs that they carry out or they are assigned to carry out. A motivated teacher will be willing to sacrifice more efforts or will be willing to give more time to his or her job and when this is done, it leads to organisational goals being achieved or attained.

Locke in Azim et al. (2016) added that when superior personnel are friendly and relate well with an employee, also giving a listening ear to their ideas and recognises their efforts by praising them for their performance, this goes a long way to increase employee's self-esteem and satisfaction. Job satisfaction is achieved when the school climate is friendly. Binuyo (2014) defined job satisfaction as an effective response or reaction to a wide range of conditions of one's work such as salary, supervision, working conditions and the job itself. Alroyali (2002) outlined six dimensions that he believed can lead to job satisfaction in an employee, they are: salary advancement, working condition, relationship with educational administrators, and good relationship with colleagues and social status.

Thomas and Daniel (2009) stressed that conceptualization of job performance has to be reviewed in recent years to include core task behaviours, citizenship behaviours, and counter-productive behaviours. Core task performance talks about the basic needed duties to accomplish a given job. For organisations or schools to achieve higher results in achieving their goals, it is possible for them to adopt some ways that can try to motivate or improve their employees (teachers) job performance. This includes the presence of a clear staff based on principles of justice and fair play. The presence of a clear and good channel of communication, schools should make available adequate infrastructural facilities that are needed to carry out a job. Teachers' welfare packages should be improved upon, Employers (government) and principals should show a level of concern or appreciation to teachers or subordinates, they should also show concern regarding their employees (teachers) personal problems. These factors, if put in place can go a long way to show employees that they are cared for.

Remuneration and Teachers Job Performance

Remuneration are financial incentive (salary bonuses) and non-financial incentive (conducive physical working environment) given by an employer (government) to an employee (teacher) for the work done in its organization (school). Remuneration is the total monetary earnings of an employee that may be engaged on an hourly rate or that may receive payment at the end of work; in form of incentive. Incentive is a "stimuli" directed to awakening, maintain and strengthen their desire to attend a given end; incentives are a piling force that stimulates human effort towards effectiveness. It is relevant to note that any organization that wants to flourish, and grow from strength to strength, stand a test of time, achieve its set objectives, increase the morale effectiveness, efficiency then productivity and performance of its employees must imbibe the concept of effective remuneration in its operations, as this will encourage workers to give their best (Ololube, 2019).

Andrew (2004) posited that commitment of employees is based on rewards and recognition. Lawler (2003) argued that the prosperity and survival of the organization are determined through how they treat their human resource. Ajila and Abiola (2004) examined those intrinsic rewards are rewards that comes with the job itself, like the satisfaction of completing a given task successfully, appreciation from the principals and autonomy, while extrinsic are tangible rewards like pay, bonuses, fringe benefits and promotions. Remuneration plays a role in providing the consequences needed to keep the employee's goal-directed performance on track. Many scholars and policy makers are of the opinion that the attractive nature of teacher salary is a means of attracting and retaining teachers thus reducing teacher attrition significantly, Raising the salary of teachers and other forms of remuneration will make

teaching more attractive compared to other occupations, thus reduce the current teacher shortages (Bates & Cormwell, 2003).

In Nigeria, it may not be an over statement to say that Teachers have not been given adequate priority as stipulated in the National Policy of Education (FRN, 2014). Teachers are expected to earn both intrinsic and extrinsic reward from work (Agharuwhe, 2013). Agharuwhe believed that if teachers' remuneration, working conditions and fringe benefits given to teachers are judged to be good by the teachers, they will be motivated put in more of their effort at work. It is no longer with doubt to say that the success or failure of an educational system depends to a large extent on the teachers abilities to function positively and this can only happen, if effective motivation of teachers comes to play, It is a well-known fact that a teacher that is well-motivated by the presence of good working incentives, good working condition, and adequate remuneration will always be motivated to do his or her job diligently, so as to bring about the needed learning required on the part of the students (Igwe & Oragwu, 2014).

Theoretically, prolonged owed salaries for teachers could have effect on teacher prompt and regular attendance in school when a teacher is not properly paid or is not paid as at the time that he or she should be paid this attitude comes to play his attitude towards lesson plan and students' academic performance will be poor. Bahagana and Babagana (2015) studied the effect of staff remuneration on the performance of Ramat Polytechnic Maiduguri students, the study revealed a strong and positive relationship between staff remuneration and performance of Ramat Polytechnic Maiduguri students. The authors concluded that proper remuneration of teachers is associated with higher performance and poor remuneration of teachers is the reason for the poor performance of the students. The issue of major concern to most educational organization today, are more concerned with teacher's relationship with their work in terms of job performance, productivity, morale; effective and efficient achievements of the school's objectives.

Thus, Nwankwoala (2018), noted that government needs to review the present salary structure of teachers to encourage and enhance higher job performance because of its importance. Teachers should be paid adequately for their inputs in delivering a good job. Employers of labour should treat employees better as they will also want to be treated. Teachers should be paid well considering the prices of things in the market in recent times, house rent, transportation, fuel, electricity, etc. When there are a lot of inconsistencies in the remuneration or payment of the salaries and allowances of teachers they tend to be demoralized.

Staff Development and Teachers' Job Performance

Development opportunities are provided to enable leaders or teachers the capacity to improve the skills required to meet the current and future school goals and classroom goals. It is also considered to be an essential element of succession plans for career development and shows a match between the career plans owns interest and capabilities of teachers and the specific school's goals. The effectiveness and success of a school relies on the teachers that form and the work within it. It is therefore important for teachers who are employed to carry out their jobs professionally and better than their counterparts in other sectors', for this to be achieved, staff development/training needs to be put into consideration. The need for improved productivity in schools has become important and depends on efficient and effective training (Ololube, 2017).

It has further become imperative for teachers to advance their skills into modern ways of doing things and thereby ruling out every problem of incompetence, efficiency and effectiveness

in areas relating to their duties. Development is needed to make teachers current and relevant in their jobs; it also enhances better knowledge on how to effectively and efficiently carry out one's duties, and having the knowledge of current events and methods of doing things. Training and development are avenues through which individuals acquire new and technical skills, knowledge and techniques in carrying out their duties as instructional leaders, which is aimed of achieving the school goals (Ololube, 2019). Training is a process where teacher are better equipped with knowledge concerning their profession that makes them strive for better performance (Woko, 2018).

Infrastructural Facilities and Teacher Performance

Infrastructural facilities are the important facilities a work environment must have to achieve effective teaching and learning in schools. The goal of infrastructural facilities in secondary school education is to increase school attendance of students, enhance staff motivation and improve academic achievement of students. Ozigi in Adeyemi (2011) reported that no organization can effectively carry out its function effortlessly without having adequate financial resources at its disposal. Availability of finance in school allows the principal to effectively purchase and provide needed educational facilities that are lacking in school, which will aid and facilitate the learning process in his or her school, often times the needed educational facilities range from site, instructional materials, and textbooks used for the achievement of educational objectives (Oluchukwu, 2002).

School infrastructure includes classrooms, staff rooms, offices, laboratories, halls, open fields, games equipment dormitories and sanitation facilities. It is in the classrooms that the day-to-day formal teaching and learning takes place, where knowledge is transferred. In the library, learners get the opportunity to conduct their own personal studies and carry out researches. It is in the field that co-curriculum activities take place like physical education practices. Learners and teachers need to be given accommodation in the school and at the same time need sanitation facilities like toilets, waste disposal services and clean water. School infrastructure is therefore a very important component in ensuring successful education. A Conducive working environment ensures the well-being of employees which always enables them push themselves to their roles with all force that may translate a high productivity (Akinyele, 2007). Noble (2003) stated that more attention should be paid in identifying and dealing with working condition because when an employees have a negative perception to his or her environment, they sometimes suffer from mental and emotional stress.

Research have shown that, school facilities can have a profound effect on both teachers and student performance outcome, with respect to teachers, school facilities affect teachers' recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behaviour engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. Most schools' facilities have the issues of poor or no maintenance problems, and often times cannot measure up with the 21st century facilities in the form of infrastructure, laboratories, and instructional space, most government owned schools do not have sufficiently flexible instructional facilities for effective teaching to take place. Thus, quality of facilities are an important predictor of teacher retention and student learning.

The physical and emotional health of students and teachers depend on the quality of the physical school environment, which makes establishing safe, healthy buildings and environment

essential. Odupurokan (2011) stated that when a school plant is properly planned it will gear up expected outcomes of education, that will enable good social, political and economic freedom; effective teaching and learning and academic performance of students. Therefore, it can be said that school plant is an essential aspect of educational planning because when schools are well planned, equipped, buildings adequately constructed and equipment adequately provided much teaching and learning may take place. Ajayi (2007) maintained that for high levels of students' academic performance to be guaranteed, there should be availability of instructional space such as classroom libraries, technical workshop and laboratories in schools. The input of humans (teachers) in schools is also very important in achieving academic performance. It is believed that every behavior is goal directed. Thus, for an organization or individual to engage in any productive venture, it must have an underlying fundamental factor pushes the individual towards that direction.

Teachers can perform better in their work with a better and improved working condition, when teachers are well equipped with materials that will aid their teaching in class, they of no doubt that the teacher will be able to teach, conveying images of what pictures he hopes for his learners to see and understand. Infrastructures are integral component of the teaching and learning activity; this is because a school's infrastructures enable students and teachers to access a wide range of tools, services and resources to support learning and teaching (Babatunde & Anthony, 2022). When infrastructures are lacking in the school, teaching and learning process in the classroom are negatively affected and these may cause academic failure of learners.

METHODOLOGY

Research Design

The study adopted a descriptive and correlational research design. This design is aimed at describing the relationship between working condition and teachers job performance. The purpose is basically to determine the extent of relationship between working condition variables like remuneration, staff development, infrastructural facilities, and teachers' job performance.

Population of the Study

The population of the study comprised all the six thousand eight hundred and ninety-three (6893) teachers in the (289) public senior secondary schools in Rivers State, which comprise 3490 male teachers and 3403 female teachers within the 23 local government area in Rivers State. (Source: Planning, Research and Statistics Department, Rivers State Senior Secondary Schools' Board, Port Harcourt, 2021).

Sample and Sampling Technique

The sample size for this study is eight hundred and twenty-seven (827) teachers, which represents 12% of the total population of teachers in senior secondary school in Rivers State. A purposive sampling technique was employed in choosing the schools from where the teachers were randomly selected.

Instrument for Data Collection

The research instrument utilized for the data collection in this study was a scaled instrument of seventeen (17) items, “Working condition Questionnaire (WCQ) and ten (10) items for Teachers Job Performance Questionnaire (TJPQ), the working condition questionnaire was divided into two sections, ‘A’ and ‘B’. Section ‘A’ was used to elicit information on respondent’s demographic data, while section ‘B’ contained questionnaire items which were used to elicit useful answers from the respondents on working condition questionnaire, while Teachers Job Performance Questionnaire was employed to elicit information on teachers job performance. all the items were structured based along a four-point Likert scale with numerical values assigned as follows: Very High Extent (VHE) = 4points; High Extent (HE) = 3; Low Extent (LE) = 2; Very Low Extent (VLE) = 1.

Validation of the Instrument

In order to ascertain the validity of the instrument, the researcher gave the instruments to the three experts from the department of educational management in Ignatius Ajuru University of Education (IAUE). They were requested to review the various items in the instruments in terms of their relevance, clarity and response pattern as they relate to the study. All observations pointed out by the validators were integrated into the final draft of the instrument to ensure that the instrument had both face and content validity.

Reliability of the Instrument

In order to ensure the consistency of the instrument, the test-retest method was used to measure for its stability. Under this method copies of the instruments were administered to twenty (20) respondents in a public senior secondary school in Etche Local Government Area, who were not part of the sample population, after two weeks another set of instruments were administrated on the same twenty (20) persons. The two sets of scores obtained were correlated, using Chronbach Alpha and a reliability coefficient of .711 and .751 was obtained, which guaranteed the reliability of the instrument.

Method of Data Collection

To empirically evaluate the relationship between working condition and teachers’ performance, the researcher personally administered the research instrument with the help of two research assistant to the respondents (teachers) from selected public secondary schools in Rivers state. In order to ensure a maximum return rate, the respondents (teachers) were asked to respond to the questionnaire on the spot. However out of 827 copies of the instrument distributed, 689 were correctly filled and returned, which represented approximately 83% return rate of the instrument distributed and this was what was used for data analysis.

Method of Data Analysis

Data collected for the study was analyzed using Mean (\bar{x}) and Standard Deviation (SD) statistics to answer the research questions, and a criterion mean of 2.50 was used as the cut-off mean. Any

mean below 2.5 was considered to be a low extent, while from 2.5 and above was considered to be high extent), while hypotheses were tested using Pearson Product Moment Correlation at .05 level of significance, acknowledging that any hypothesis that is less than .05 level of significance.

RESULTS

Table 1: Descriptive statistics of respondents' demographic variables

| | | Frequency (N) | Percentage (%) |
|----------------|-------------|---------------|----------------|
| Age | 31-40 | 84 | 12.2 |
| | 41-50 | 408 | 59.2 |
| | 51and above | 197 | 28.6 |
| | Total | 689 | 100.0 |
| Gender | Male | 120 | 17.4 |
| | Female | 569 | 82.6 |
| | Total | 689 | 100.0 |
| Marital Status | Single | 103 | 14.9 |
| | Married | 586 | 85.1 |
| | Total | 689 | 100.0 |

Answer to Research Questions

Research Question 1: To what extent do remuneration influence teachers' job performance?

Table 2: Descriptive statistics on Mean and standard deviation on the influence of remuneration on teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items | Mean | SD | Remark |
|--|--|--------------|---------------|--------------------|
| 1. | Remuneration awakens, maintains and strengthens teachers' efforts towards effectiveness. | 3.1611 | .67246 | High extent |
| 2. | Remuneration encourages teachers to give their best. | 3.1597 | .67389 | High extent |
| 3. | The regular payment of salary influence teachers job performance. | 3.1626 | .67319 | High extent |
| 4. | Increment in remuneration influences teachers job performance. | 3.1626 | .67319 | High extent |
| 5. | Remuneration is the basis for teachers' active performance towards their duties. | 3.1611 | .67246 | High extent |
| 6. | Remuneration encourages and enhances higher job-performance of teachers. | 3.3149 | .64549 | High extent |
| | Total | 19.122 | 4.0106 | |
| Grand mean and Standard Deviation | | 3.187 | .66844 | High Extent |

Results in table 1 revealed that out of a total of 689 respondents, those within the age bracket of 31-40 years (12.2%) were 84, 40-51 years (59.2%) were 408 while 51years and above (28.6%) were 197. It can therefore be said that majority of the respondents that participated in responding to the research questionnaire falls under the age bracket of 41-50 years with 59.2%. The table showed that out of a total of 689 respondents, 120 (17.4%) were male, while 569 (82.6%) were females. It can therefore be said that majority of the respondents that participated in responding to the research questionnaire were females. The table further revealed that out of a total of 689

respondents 103(14.9%) were single, while 586(85.1%) were married. It can therefore be said that majority of the respondents that participated in responding to the research questionnaire were married.

Table 2 shows that the mean and standard deviation on how remuneration influence teachers job performance in public senior secondary school in Rivers State was (M=3.187, SD=0.66). The key remuneration that influence teachers job performance was, that remuneration awakens, maintains and strengthens teachers' efforts towards effectiveness (M=3.1611,SD=0.67246) and remuneration encourages teachers to give their best (M=3.1597, SD=0.67389) and The regular payment of salary influence teachers job performance (M=3.1626,SD=0.67319) and increment in remuneration influences teachers job performance (M=3.1626,SD=0.67319) and remuneration is the basis for teachers' active performance towards their duties (M=3.1611,SD=0.67246) and the least was, remuneration encourages and enhances higher job- performance of teachers (M=3.3149,SD=0.64549). This indicates that respondents responded to a high extent to all items (1-6) showing, that remuneration influences teachers job performance in public senior secondary school in Rivers State.

Research Question 2: To what extent do staff-development influence teachers' job performance?

Table 3: Descriptive statistics on Mean and Standard deviation on the influence of staff development on teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items | Mean | SD | Remark |
|-----|---|---------------|---------------|--------------------|
| 7 | Staff development makes teachers current and relevant in their job. | 3.3266 | .63512 | High extent |
| 8 | Staff-development enhances better knowledge on how to effectively and efficiently carry out one's duties. | 3.1553 | .66950 | High extent |
| 9 | Staff-development helps teachers acquire new and more skills in carrying out duties in the classroom effectively. | 3.1553 | .67813 | High extent |
| 10 | Staff-development makes teachers more competent and have high morals to do their job successfully. | 3.1582 | .67315 | High extent |
| 11 | Staff-development prepares teachers to adapt easily to changes for better performance. | 3.1553 | .68240 | High extent |
| 12 | Staff-development enhances teachers' skills, commitment, motivation and personal growth opportunities. | 3.1611 | .67246 | High extent |
| | Total | 19.111 | 4.0107 | |
| | Grand mean and SD | 3.1853 | .66846 | High Extent |

Table 3 shows that the mean and standard deviation on how staff development influences teachers job performance as (M=3.1853, SD=0.66846),responses from respondents indicated that, Staff development makes teachers current and relevant in their job (M=3.3266, SD=0.63512), staff-development enhances better knowledge on how to effectively and efficiently carry out one's duties (M=3.1553,SD=0.66950) Staff-development helps teachers acquire new and more skills in carrying out ones duties in the classroom effectively (M=3.1553. SD=0.67813), staff-development makes teachers more competent and have high morals to do their job successfully (M=3.1582,SD=0.68240), staff-development prepares teachers to adapt easily to changes for better performance (M=3.1553,SD=0.68240), staff-development enhances teachers' skills, commitment, motivation and personal growth opportunities (M=3.1611,

SD=0.67246), all these items were accepted by the respondents since their mean were greater than the criterion mean of 2.50 and with a grand mean of 3.1853. This indicates that respondents responded to a high extent to all items (7-12) showing or indicating that staff development enhance or influences teachers job performance in public senior secondary schools in Rivers State.

Research Question 3: To what extent do infrastructural facility influence teachers' job performance?

Table 4: Descriptive statistics on Mean and Standard deviation on the influence of infrastructural facilities on teachers' job performance in public senior secondary schools in Rivers State

| S/N | Items | Mean | SD | Remark |
|-----|---|---------------|----------------|--------------------|
| 13 | Infrastructural facilities enhance teacher-motivation and improve academic performance. | 3.1538 | .68167 | High extent |
| 14 | School infrastructural facilities affect teachers' commitment to duties. | 3.1611 | .67246 | High extent |
| 15 | Quality infrastructural facilities are important determinants of teacher-performance. | 3.1597 | .67389 | High extent |
| 16 | Infrastructural facilities help teachers perform better in their work. | 3.1582 | .67315 | High extent |
| 17 | Infrastructural facilities enable students and teachers to access a wide range of tools, services and resources to support learning and teaching. | 3.1582 | .67746 | High extent |
| | Total | 15.791 | 3.37863 | |
| | Grand mean and SD | 3.1582 | .675726 | High Extent |

Table 4 Shows that the mean and standard deviation on how infrastructural facilities influences teachers' job performance in public senior secondary schools in Rivers State was (M=3.187, SD=0.66). Infrastructural facilities enhance teacher-motivation and improve academic performance (M=3.1538, SD=0.68167), school infrastructural facilities affect teachers' commitment to duties (M=3.1611,SD=0.67246), quality infrastructural facilities are important determinants of teacher-performance (M=3.1597, SD=0.67389), infrastructural facilities help teachers perform better in their work (M=3.1582, SD=0.67315), infrastructural facilities enable students and teachers to access a wide range of tools, services and resources to support learning and teaching (M=3.1582,SD=0.67746). This indicates that respondents responded to a high extent to all items 13-17 indicating teachers accepted that infrastructural facility influences teachers' job performance. This shows to a very high extent, that infrastructural facility enhances teacher-motivation and improves academic achievement, helps teachers perform better in their work and enables students and teachers to access a wide range of tools, services and resources to support learning and teaching.

Test of Hypotheses

Null Hypothesis One (H₀₁): There is no significant relationship between remuneration and teachers' job-performance in public senior secondary schools in Rivers State.

Table 5: Summary of Pearson product correlation coefficient analysis on the relationship between remuneration and teachers' job performance in public senior secondary schools in Rivers State

| | | Remuneration | Job performance |
|-----------------|---------------------|--------------|-----------------|
| Remuneration | Pearson correlation | 1 | .998** |
| | Sig. (2-tailed) | | .000 |
| | N | 689 | 689 |
| Job performance | Pearson correlation | .998** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 689 | 689 |

The result from table 5 the result above shows the level of relationship existing between remuneration and teachers job performance as working condition for Teachers' Job Performance in Public Senior Secondary Schools in Rivers State. The null hypothesis 1 is rejected because the sig. (2-tailed) value .000 is less than 0.05 with correlation coefficient value of (r=0.998) the 1 also indicates a perfect positive correlation. Hence, there is a significant relationship between remuneration and teachers job performance in public senior secondary schools in Rivers state.

Null Hypothesis Two (H₀₂): There is no significant relationship between staff-development and teachers' job-performance in public senior secondary schools in Rivers State.

The null hypothesis 2 is rejected because the sig. (2-tailed) value .000 is less than 0.05 with correlation coefficient of (r=0.987), the 1 in the table indicates a perfect positive correlation. Therefore, there is a significant relation between staff development as a working condition and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Summary of Pearson correlation coefficient analysis on the relationship between staff development and teachers' job performance in public senior secondary schools in Rivers State

| | | Staff development | Job performance |
|-------------------|---------------------|-------------------|-----------------|
| Staff development | Pearson correlation | 1 | .987** |
| | Sig. (2-tailed) | | .000 |
| | N | 689 | 689 |
| Job performance | Pearson correlation | .987** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 689 | 689 |

Null Hypothesis Three (H₀₃): There is no significant relationship between infrastructural facility and teachers' job- performance in public senior secondary schools in Rivers State.

Table 7: Summary of Pearson correlation coefficient analysis on the relationship between infrastructural facility and teachers' job performance in public senior secondary schools in Rivers State

| | | Infrastructural facility | Teachers' Job performance |
|---------------------------|---------------------|--------------------------|---------------------------|
| Infrastructural facility | Pearson correlation | 1 | .980** |
| | Sig. (2-tailed) | | .000 |
| | N | 689 | 689 |
| Teachers' Job performance | Pearson correlation | .980** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 689 | 689 |

Table 7 revealed that the null hypothesis is rejected showing a perfect positive correlation indicating that the sig.(2-tailed) value .000 is less than .05 with a correlation coefficient of (r=0.980), this shows a significant relationship between infrastructural facility as a working condition and teachers job performance in public senior secondary schools in Rivers State. It also means that infrastructural facilities enhance teacher performance and enables teachers to access a wide range of resources to support learning-teaching process

DISCUSSION OF FINDINGS

The result of the study on the influence of remuneration on teachers' job performance in public senior secondary schools in Rivers state shows that remuneration has a great influence on teachers job performance. The findings are consistent with the findings of Ololube (2019) asserted that remuneration is total monetary earnings of an employee that may be engaged on an hourly rate or that may receive payment at the end of work; in form of incentive. This finding is also in consistent with the findings of Bahagana and Babagana (2015) when they asserted that proper remuneration of teachers is associated with higher performance and poor remuneration of teachers is the reason for the poor performance of the students. A detailed work at table 2 shows that all the items or variables under investigation has mean scores that are above the criterion mean of 2.5, to this end, the mean scores of 3.1611, 3.1597, 3.1626, 3.1626, 3.1611, and 3.3149, shows that remuneration actually influences or impacts on the job performance of teachers. The grand mean of 3.187 shows the degree of acceptance.

This finding was in line with the findings of Agharuwhe (2013) posited that remuneration if given to teachers are judged to be good by the teachers, they will be motivated to put in more of their effort at work. As a corollary, this finding is in agreement with the findings of Igwe and Oragwu (2014) who opined that adequate remuneration will always motivate a teacher to do his or her job diligently, so as to bring about the needed learning required on the part of their students. Therefore, it is clear that remuneration when paid accordingly motivates teachers' job performance.

The result on the influence of staff development on teachers' job performance showed that staff development has a great influence on teachers' job performance. The analysis on table 2 showed that the presence of staff development makes teachers current and relevant in their jobs, it enhances better knowledge on effective and efficient ways carryout duties help to influence job performance in teachers. This finding was consistent with the findings of Ololube (2019) who posited that staff development make teachers more competent and have high morals to do their work more successfully. In hypothesis two, there is also a significant relationship

between staff-development and teachers' job-performance, thus, the null hypothesis was rejected. This means that staff- development enhances teachers' knowledge, makes them acquire more skill and more productive. These findings are in conformity with Ololube (2019) who posited that staff development makes teachers more competent and have high morals to do their work more successfully.

The result on the influence of teaching infrastructural facilities on teachers' job performance showed that infrastructural facilities have a great influence on teachers' job performance of teachers in public senior secondary school system, from the analysis of data on table 7, it will be recalled that hypothesis three revealed that there was a significant relationship between infrastructural facility and teachers' performance. This means that null hypothesis was rejected. It also means that infrastructural facilities enhanced teacher-performance and enabled teachers to access a wide range of resources to support learning-teaching process. These findings agree with Ajayi (2007) and Ozigi and Adeyemi (2011) who maintained that for high levels of teachers and students' performance, there should be availability of instructional space, such as classroom, libraries, technical workshops and laboratories in schools.

CONCLUSION

The study examined working condition and teachers' job performance in public senior secondary schools in Rivers State. Based on the results, the variables of working conditions have a statistically significant relationship with teachers' job performance in public senior secondary schools in Rivers State. Specifically, the study concludes that based on the result of the findings, regular payment of salary influences teachers job performance. Increment in remuneration influences teachers' job performance. There was a statistically significant relationship between remuneration and teachers' job performance in public senior secondary schools in Rivers State. There is a significant relationship between staff development and teachers' job performance in public senior secondary schools in Rivers State, and there was a significant relationship between infrastructural facilities and teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

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

- The government should employ the best remuneration package to help teachers to be committed to their tasks.
- The government should intensify effort on the provision of infrastructural facilities in public senior secondary schools in order to complement teachers' effort.
- Provision of staff development programmes, regular salary payment and recognition of teachers who has shown evidence of hard work should be encouraged
- Principals should engage or send their teachers for staff development programmes to enable teachers to be effective, accountable and responsible in carrying out their duties as professional.

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