



CONDITIONS OF SERVICE AND ACADEMIC STAFF JOB PERFORMANCE IN COLLEGES OF EDUCATION IN BORNO AND YOBE STATES, NIGERIA

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Abstract

The study examined relationship between conditions of service and academic staff job performance in colleges of education in Borno and Yobe States, Nigeria. The objectives of the study were to determine relationship between academic staff development programmes, payment of salary, promotion, and allowance benefits as correlate with academic staff job performance in colleges of education in Borno and Yobe States, Nigeria. Four null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. Simple random sampling technique was used to select a sample of 154 out of the population of 770 academic staff. Self-structured questionnaire was used for data collection. The questionnaire was validated and pilot tested by experts in the field of Educational Administration and Planning. The reliability and validity indices yielded a coefficient of 0.89. and 82. Pearson Product Moment Correlation Coefficient (r) was used for data analysis. The findings of the study revealed that there is significant relationship between academic staff development programmes, payment of salary, promotion and allowance benefits as correlate with academic staff job performance in colleges of education in Borno and Yobe States, Nigeria. Based on the findings of this study, it was recommended that Authorities in Colleges of Education in collaboration with State governments should create enabling environment like provision of training fund for academic staff for attending training and development programmes regularly, so as to keep them up to date and abreast with modern way of delivery of education. Governments should provide good salary package as well as promotions and implementation of monetary benefits as at when due to stimulate and entice academic staff toward attainment of the goals of education in colleges of education. Authorities should consider the provision of allowances as a key factor of motivating academic Staff in the colleges of education.

Introduction

Provision of Conditions of Service could serve as a pivot to stimulate and influence the behaviour of Academic Staff in Colleges of Education to actively and efficiently react towards realization of the goals of education. if Conditions of Service are not fulfilled, it could affect performances and attitudes of Academic Staff thus, affects the entire education process, therefore, provision of Conditions of Service are indispensable factors and integral part which can bring about best job performance in Colleges of Education in Borno and Yobe States, Nigeria. Conditions of Service contain rights and rules of both employer and employee which included code of conduct, vacation/leaves, working hours, day breaks, policies, key responsibilities, expectations (performance) that might affect both employer and employee. Korlo and Akintunde (2016) viewed teachers' Conditions of Service as the fulfillment a teacher derives from day-to-day activities in his/her job. Teacher Conditions of Service relate to a teacher's perception of what he/she expects gets from teaching



and what he/she is actually getting from teaching. It is the extent to which a teacher's aspiration desires and needs are met and satisfied on the job. Baribor (2021) observed that in any organization which is organized to achieve specific target, fulfillment of staff wellbeing is a herculean task which cannot be undermined raised on the shoulders of authorities and other stakeholders. Ahmed (2024) observed that the issue of Conditions of Service is the ongoing matter of concern in the United States of America, in 1996, the National Commission on Teaching and America's Future (NCTAF) proposed a reform of the teacher remuneration system. The idea was to compensate teachers for their expertise and abilities. U.S. Department of Education allocates about \$100 million to the Teacher Incentive Fund (TIF) the amount increased to \$200 million in 2009 and \$400 million in 2010. The United States of America is distinguished by its progress in the fields of education. In Asian continent, the level of teachers' dedication and efficiency differ based on their attainment of Conditions of Service, students hailing from Hong Kong, Singapore, and Taiwan exhibit exceptional performance on global assessments like the Trends in International Mathematics and Science Study (TIMSS).

Balarabe (2018) and Oduwaiye (2004) stressed that in Nigeria, Academic Staff Conditions of Service in Colleges of Education has remained a matter of concern among stakeholders, Conditions of Service such as provision of staff development programmes and training, provision of good salary package, fringe benefits and promotion as at when due are the major elements to stimulate teachers to work.

Academic Staff experience adverse challenges in the areas of fulfillment of Conditions of Service for the fact that the agencies saddled with this responsibility do not live to their obligation which could be attributed to low budgetary allocation by the governments to education sector. For instance, the resolution of United Nation Educational and Cultural Organization's (UNESCO) recommended that 26% budgetary allocation should go to education which Nigeria is one of the signatories did not meet the target for many years, this is in accordance with United Nation Development Programme (UNDP) (2015) statistics which revealed that expenditure on education in Nigeria was 0.9% of Gross Domestic Product (GDP) in 2010. The reality on the ground is that teachers are still poorly remunerated, trained and badly paid.

Abubakar (2011) observed that in any public establishment, provision of good salary, promotion and implementation are regarded as a right and one of the motivating factor for hardwork, government authorities in Nigeria do not see promotion as a right they rather see it as a privilege and could affect them physically and psychologically, thus lead to low performance. Nakpodia (2011) observed that the quality of education system lies on how the skills of Academic Staff in the system are developed, and the potentials and quality of Academic Staff can only be ascertained when there is provision of training and development programmes, because staff development programmes focus on professional growth, bringing about change in individual's knowledge, understanding behaviour, attitude, skills, values and beliefs. Okelele (2023), Olorube (2005) and Oduwaiye (2004) observed In Nigeria, other sectors are riding over the teachers that taught them at the grass root level in terms of enjoying lucrative income in their professions, such as good salary package and prompt payment of salary, provision of allowances, opportunity for promotion as at when due, fringe benefits and staff training from time to time. The authorities stated that the current economic challenges and available government resources cannot accommodate teachers' demand for improvements in the conditions of service, they lay claims that teachers lack diligence and dedication to duty, efficiency and effectiveness do not merit such demand for increase in salary structure and better working conditions.

The researchers being an Academic Staff observed that the government of Borno and Yobe States demonstrate efforts in strengthening and streamlining the education system in Colleges of Education, despite the effort being made there is lack of support and paucity provision of fellowship by the authorities to offer a helping hand made Academic Staff to be incapacitated to update their knowledge through various training programmes such as opportunity to undergo higher degree, conferences, workshops and seminars to keep abreast with new changes and to be acquainted on instructional process and modern techniques and methods of teaching. It has been consequently observed that most staff in College of Education and Legal Studies Nguru and College of Education Waka-Biu are keenly interested and determined to undergo training programmes but due to non-existence of sponsor and fellowship like Tertiary Education Trust Fund (Tetfund) they were not opportune or otherwise the responsibility of the cost will rest on their shoulders, while some members of Academic Staff in Yobe State stated that they feel secured with their jobs, this was as a result of effective flow of the monthly salary though it is not lucrative.

Academic Staff however lamented about challenges compounded with promotion exercise and implementation as well as provision of low salary package which they emphasized what they receive as a monthly salary cannot meet up their basic needs sustain them to solve basic financial problems. They equally added that for couple of years Academic Staff enjoy only paper promotion without proper implementation, this



harmful situation could affect productivity and it could cause apathy either physically or psychologically. It is against this background that the researchers examined whether there is relationship between Conditions of Service and Academic Staff job performance in Colleges of Education in Borno and Yobe States, Nigeria.

Statement of the Problem

The researchers observed that Academic Staff job performance in Colleges of Education is seem to be low in the areas of teaching, educational researches publications, supervision of trainee teachers which may affect production of qualitative teachers with minimum qualification of Nigeria Certificate in Education (NCE) to teach in Nigeria primary and post primary schools as well as participation in other activities which could be beneficial to their immediate communities like public and community services. The researchers also observed that the problem of Academic Staff effectiveness in the Colleges of Education in Borno and Yobe States, Nigeria could be attributed to numerous factors that included lack of attainment of Conditions of Service by the authorities and College authorities. These may include Academic Staff training and development programmes, promotion as at when due, provision of good salary package and prompt payment of salary as well as provision of allowance benefits. The questions therefore, are Conditions of Service a correlate to Academic Staff Job Performance in Colleges of Education in Borno and Yobe States, Nigeria?

Literature Review

Baribor (2021) examined condition of service and employees' attitude in Rivers State University. The study discovered that the staff are happy to serve in the University because the management of the University give opportunity to staff to undergo training from time to time to up-skill by acquiring new knowledge in order to keep abreast with changes in teaching and learning process. The mean score 3.10 implied that the staff in Rivers State University demonstrate positive attitude towards performing assigned tasks because of provision of training accompanied with allowance attached to it. Staff training has significant effect on staff attitude and performance, on the other hand, promotion as at when due made staff of the University to feel motivated with teaching profession, while delay of promotions lead academic and non Academic Staff to feel unmotivated and might lead them to low productivity. The finding discovered that promotions are done based on merit and performance appraisal, it was found that promotion has significant effect on staff attitude and performance in Rivers State University, Nigeria.

Babalola (2023) examined Condition of teachers' performance in early childhood education in Bwari area council of Abuja and found out that capacity building through conferences improve teachers' performance in school and help teachers to master their subjects, also workshops and seminars increase teachers knowledge and it help to be highly performing. It was found that there is significant relationship between staff development and teacher's job performance in early childhood education in Bwari Area council of Abuja.

Enwezor (2020) revealed that the mean score 3.18 increasing teachers' salaries stimulate higher job performance in Onitsha South of Anambra State, Nigeria, mean score 2.85 implies that regular and prompt payment of teachers' salary enhance teachers' job performance, also mean score 2.96 indicated that delay in payment of teachers' salary negatively affects teachers job performance. The finding also disclosed that prompt payment of fringe benefits and annual leave grant allowances increase teachers' job performance in primary school. Mean score 3.26 implies that promotion plays a significant role in improving teachers' job performance, while denial of teachers' promotion cause low performance of teachers in Onitsha South of Anambra State, Nigeria.

Wakkala, Danjuma and Bashir (2022) conducted a descriptive correlational survey on welfare and teachers' job performance in public secondary schools in Danko-Wasagu local government of Kebbi State, Nigeria. The findings revealed that there is low opportunity for teachers' training and development, teachers' remuneration and incentives were appreciable. The finding indicated that training and development as well as provision of remuneration significantly related with teachers' performance in public secondary schools in Danko-Wasagu local government of Kebbi State, Nigeria. Oluoh (2023), Koko and Nabie (2019) and Wike and Kalagbor (Nd) revealed that Koko and Nabie (2019) discovered that there is a significant relationship between staff training and development programmes in Rivers State secondary schools, Nigeria. Training and development programmes enable teachers get more developed through exposure to impart better knowledge to students and, it encourages teachers to acquire professional competencies and meet the demand of their duties and it helps new employees while performing their jobs and it creates with them feeling of confidence in their minds and feel comfortable while handling new job challenges. On the other hand, prompt payment of salary



helps in enhancing effectiveness of teachers and it is through good salary package and prompt payment teachers will feel motivated and influenced to perform their functions. The finding revealed that there is a significant relationship between prompt payment of salaries and teachers' job performance. Agah and Yakubu (2024) revealed that provision of annual leave grant bonuses and vacation allowances encourage teachers to work harder, while provision of disturbance allowance for staff on transfer encourages them to exhibit high performance in Gombi education zone of Adamawa State. The finding equally revealed that provision of allowance benefits for overtime encourages hard work and retention of teaching and non teaching staff in the schools. The finding however revealed that skills acquired at seminars, workshops and conferences encourage teachers to take more commitment and put in their best at work, while, newly recruited teachers who were given orientation demonstrate commitment to work, also staff training on areas of specialization improves performance and sense of achievement.

Mackenzie and Nwafor (2019) disclosed that in-service training is an essential part of organizational efficiency, when teachers are trained it gives them opportunity of acquiring contemporary skills and knowledge which will help them perform better on the job. The finding indicated that teachers in Abia State senior secondary schools appreciate provision of in-service training as a reward, because it gives them opportunity of acquiring additional knowledge and skills that can be used for future personal and professional development. The respondents stated that in-service training significantly related with teachers' commitment in Abia senior secondary schools. Sedega, Mishiwo, John and Darlene (2019) revealed that majority of teachers in Akatsi district perceived in-service education and training organized for them being adequate and effective with regard to teaching and learning in the district. The respondents representing 70% of the head teachers agreed that in-service training programmes received by the teachers made teaching and learning effective. The respondents noted that teachers who attend in-service training perform effectively in their work, such as understanding pupils error, enhancing teachers' knowledge, preparing effective lesson notes, selection and use of appropriate teaching and learning methods and interpreting the curriculum content.

Adamu and Garba (2019) examined payment of teachers' salary, promotion as correlate of teachers' job performance in senior secondary schools in Adamawa State, Nigeria. The study disclosed that delay in payment of salary affects teachers' performance to high extent, while promotion improves teachers' performance to high extent, irregular promotion affects teachers' performance moderately and also unilateral promotion to teachers by principals affects performance to a low extent, the hypothesis tested revealed that there is no significant correlation between prompt payment of salary, promotion and teachers' performance in senior secondary schools in Adamawa State, Nigeria. Mohammed, Bello and Barde (2019) revealed that there is significant relationship between payment of teachers' salary, promotion as at when due and job performance in senior secondary schools in Adamawa State, Nigeria. Hashby and Altindag (2018) found that wage and working environment factors significantly and directly related to teachers' performance in secondary education.

Objectives of the Study

The objectives of this study were to determine relationship between:

1. Academic staff development programme and Academic Staff job performance in Borno and Yobe States colleges of education, Nigeria.
2. Payment of salary and Academic Staff job performance in Borno and Yobe States colleges of education, Nigeria.
3. Promotion and Academic Staff job performance in Borno and Yobe States colleges of education, Nigeria.
4. Allowance benefits and Academic Staff job performance in Borno and Yobe States colleges of education, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho₁: There is no significant relationship between Academic Staff development programme and Academic Staff job performance in Borno and Yobe States Colleges of Education, Nigeria.
- Ho₂: There is no significant relationship between payment of salary and Academic Staff job performance in Borno and Yobe States Colleges of Education, Nigeria.
- Ho₃: There is no significant relationship between promotion and Academic Staff job performance in Borno and Yobe States Colleges of Education, Nigeria.



Ho₄: There is no significant relationship between allowance benefits and Academic Staff job performance Borno and Yobe States Colleges of Education, Nigeria.

Methodology

Correlational research design was adopted for this study. The design was adopted for the because it is appropriate to determine relationship between staff development programmes, payment of salary, promotion, allowance benefits and academic staff job performance in Colleges of Education in Borno and Yobe States, Nigeria. Gall, Gall and Borg (2003) maintained that correlational design is important, because it is a suitable method of explaining the extent to which one variable is related to another. Simple random sampling technique was used to select a sample of 154 academic staff in Colleges of Education in Borno and Yobe States, Nigeria representing 20% of the population of 770 academic staff. The sample size of 20% was in line with Kerllinger (1986) who observed that the larger the sample the reliable the result and it helps in minimizing error. The researchers used self-structured questionnaire for data collection. The questionnaire was validated by professionals in the field of educational and planning and measurement and evaluation from the Department of Education, University of Maiduguri. The instrument was also pilot tested. The reliability and validity indices yielded a coefficient of .89 and .82 Pearson Product Moment Correlation Coefficient (r) was used for data analysis. The researchers delivered a letter to the Ministries of Higher Education Borno and Yobe States for ethical clearance to conduct the study. The researchers took the of permission to the respective administrators of the Colleges of Education where the study was conducted and sought their support and cooperation. The researchers employed one research assistant from each of the Colleges to facilitate in administering and retrieval of the successfully completed copies of the questionnaire from the sampled participants. The research assistants have been trained by the researchers with regard to the items on the questionnaire to assist the respondents when the need for clarification and explanation of the items arose. The responses have been retrieved within a stipulated period of one month.

Findings

Hypothesis One: There is no significant relationship between staff development programmes and job performance in Colleges of Education in Borno and Yobe States, Nigeria

Pearson Product Moment Correlation Coefficient (really) was used to determine the relationship between staff development programmes and job performance in colleges of education in North East Nigeria

Table 1: Pearson Product Moment on the relationship between staff development programmes and job performance in colleges of education in Borno and Yobe States, Nigeria

| Variable. | Mean | SD | n | R | p-value | Remark |
|---------------------|-------|------|-----|------|---------|------------------------|
| Staff Dev. Programs | 35.02 | 9.62 | 154 | 0.73 | 0.002 | Reject H ₀₁ |
| Job performance | 41.26 | 7.06 | | | | |

Result from table 4.1 revealed that there was positive relationship between staff development programmes and job performance in colleges of education in Borno and Yobe States, Nigeria with Pearson Product Moment Correlation Coefficient (r) of .73 Therefore, hypothesis one is rejected and that implies that staff development programmes improve academic staff job performance in Borno and Yobe States, Nigeria.

Hypothesis Two: There is no significant relationship between payment of salary and job performance in Colleges of Education in North-East Nigeria

Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between payment of salary and job performance in colleges of education in Borno and Yobe States, Nigeria.

Table 2: Pearson Product Moment on the relationship between payment of salary and job performance in colleges of education in Borno and Yobe States, Nigeria

| Variable | Mean | SD | n | R | p-value | Remark |
|-------------------|-------|------|-----|------|---------|------------------------|
| Payment of salary | 26.76 | 6.28 | 154 | 0.48 | 0.004 | Reject H ₀₃ |
| Job performance | 41.26 | 7.06 | | | | |



Result from table 4.2 revealed that there was positive relationship between payment of salary and job performance in colleges of education in Borno and Yobe States, Nigeria with Pearson Product Moment Correlation Coefficient (r) .38. The result further revealed that the relationship between payment of salary and job performance is significant because the p -value was found to be (0.004) which is less than the level of significant 0.05. Therefore, hypothesis two is rejected.

Hypothesis Three: There is no significant relationship between staff promotion and job performance in Colleges of Education in Borno and Yobe States, Nigeria.

Pearson Product Moment Correlation Coefficient (r) was used to determine relationship between academic staff promotion and job performance in colleges of education in Borno and Yobe States, Nigeria

Table 3: Pearson Product Moment on the relationship between staff promotion and job performance in colleges of education in Borno and Yobe States, Nigeria

| Variable | Mean | SD | n | r | p – value | Remark |
|-----------------|-------|------|-----|-----|-----------|-----------------|
| Staff Promotion | 35.82 | 8.73 | 154 | .46 | 0.006 | Reject H_{05} |
| Job performance | 41.26 | 7.06 | | | | |

Result from table 4.3 revealed that there was positive relationship between staff promotion and job performance in colleges of education in Borno and Yobe States, Nigeria because the Pearson Product Moment Correlation Coefficient (r) =.57. The result further revealed that the relationship between staff promotion and job performance is significant because the p -value (0.000) is less than the level of significant (0.05). Therefore, hypothesis three is rejected.

Hypothesis Four: There is no significant relationship between allowances benefit and job performance in Colleges of Education in Borno and Yobe States, Nigeria

Pearson Product Moment Correlation Coefficient (r) was used to determine the relationship between allowance benefit and job performance in colleges of education in Borno and Yobe States, Nigeria.

Table 4: Pearson Product Moment on the relationship between allowances benefit and job performance in colleges of education in Borno and Yobe States Nigeria

| Variable | Mean | SD | n | r | p-value | Remark |
|--------------------|-------|------|-----|------|---------|-----------------|
| Allowance benefits | 42.27 | 7.05 | 154 | 0.54 | 0.004 | Reject H_{06} |
| Job Performance | 41.26 | 7.06 | | | | |

Result from table 4.4 revealed that there was positive relationship between allowance benefit and job performance in colleges of education in Borno and Yobe States, Nigeria with Pearson Product Moment Correlation Coefficient r =.54. The result further revealed that the relationship between allowance benefit and job performance is significant because the p -value was found to be (0.004) is less than the level of significant 0.05. Therefore, hypothesis four is rejected.

Discussion

The study examined relationship between conditions of service and academic staff job performance in colleges of education in Borno and Yobe States, Nigeria. Hypothesis one determined relationship between Academic Staff development programme and Academic Staff Job performance in Colleges of Education in Borno and Yobe States, Nigeria. The findings disclosed that there is significant positive relationship between Academic Staff development programme and job performance due to the fact that the p -value 0.002 and the coefficient r =.73 which is less than the level of significance 0.05, therefore, this finding corroborated with the finding of Babalola (2023) who revealed that capacity building through conferences improve teachers' performance in school and help teachers to master their subjects, also workshops and seminars increase teachers knowledge and help to be highly performing.

The finding of this is is also in line with the findings of Wakkala, Danjuma and Bashir (2022), Oduwole and Ekunday (2022), Sedega, Mishiwo, John and Darlene, (2019) as well as Koko and Nabie (2019)



who disclosed that there is significant relationship between staff training and development programmes. Training and development programmes encourage teachers to acquire professional competencies and meet the demand of their duties.

Hypothesis two determined relationship between payment of salary and Academic Staff job performance in Colleges of Education in Borno and Yobe States, Nigeria. The finding revealed that the Correlation Coefficient $r=.48$ which is significant and the p-value is 0.004 is less than the level of significance 0.05. Therefore, the null hypothesis is rejected, this inferred that payment of salary influences Academic Staff job performance. This means that if there is good package package and prompt payment of salary, it will stimulate Academic Staff of the Colleges to be highly productive, therefore, this finding is in harmony with the findings of Oluoh (2023), Enwezor (2020), Koko and Nabie (2019) and Adamu and Garba (2019) who found that prompt payment of salary helps in enhancing effectiveness of teachers and it is through good salary package and prompt payment of salary teachers feel motivated and influence them to perform their functions.

The finding of this study is not in congruence with the finding of Wike and Kalagbor (Nd) who examined teachers' conditions of service and effectiveness administration of public secondary schools in Rivers State, Nigeria and found that there is no prompt payment of teachers' salaries and it has negatively affected their performance in the schools.

Hypothesis three revealed that there is significant relationship between promotion and Academic Staff job performance in Colleges of Education, in Borno and Yobe States, Nigeria at .46. This finding is in conformity with findings of Baribor (2021), and Mohammed, Bello and Barde (2019) who indicated that there is significant relationship between teachers' promotion and implementation as at when due and job performance. The finding also indicated that whenever there are better work conditions like promotion and implementation, there will be a higher job satisfaction and good performance in the schools. This finding is also in consensus with the finding of Oduwole and Ekunday (2022) whose finding revealed that regular staff promotion, regular payment of fringe benefits, salary as well and in-service training have strong positive nexus with increase teachers' job satisfaction.

Hypothesis four tested disclosed that there is significant relationship between allowance benefits and academic staff job performance in colleges of education in Borno and Yobe States, Nigeria. This finding is in consonance with the findings of Koko and Nabie (2019) and Mackenzie and Nwafor (2019) whose findings disclosed that in-service training is an essential part of organizational efficiency, when teachers are trained, it gives them opportunity of acquiring contemporary skills and knowledge that will enable them perform better on the job.

Conclusion

Based on the findings of this study, it can be inferred that academic staff development programmes, payment of salary, promotion and provision of allowance benefits positively and significantly improve academic staff job performance in colleges of education in Borno and Yobe States, Nigeria, thus there is significant relationship between conditions of service and academic staff job performance in colleges of education in Borno and Yobe States, Nigeria

Recommendations

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

3. Authorities in Colleges of Education in collaboration with State governments should create enabling environment for academic Staff to attend training and development programmes regularly, so as to keep them up to date and abreast with modern way of delivery of education.
4. Governments should provide good salary package as well as promotions as at when due to stimulate and entice academic staff toward attainment of the goals of education in colleges of education.
5. Authorities in Colleges of Education in collaboration with State governments should consider the provision of allowances as a key factor of motivating academic Staff in the colleges of education.

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