

**INFLUENCE OF TEACHERS' CONDITIONS OF SERVICE ON PUPILS'
ACADEMIC PERFORMANCES IN HEALTH EDUCATION IN ILORIN SOUTH
LOCAL GOVERNMENT, KWARA STATE, NIGERIA**

Baba Dare Abubakar

*Department of Human Kinetics and Health Education,
University of Ilorin, Nigeria.*

Abstract

This paper investigated the influence of teachers' conditions of service on pupils' academic performance in health education at primary schools in Ilorin South Local Government. Three hundred primary school teachers drawn from ten selected primary schools constituted respondents and sample population for the study. A structured questionnaire that had been adequately validated by experts in the field was used for the study. The instrument was found reliable at 0.82r coefficient of correlation using the test-retest method. The survey research design was adopted for the study. In all, three research hypotheses were formulated and tested at 0.05 alpha level of significance. Data collected were analysed by the use of chi-square statistical method (χ^2). The results show that remuneration received by teachers has much influence on pupils' academic performance in health education; and that prompt promotion of teachers has greater influence on pupils' academic performance in health education. Based on the findings of this study, it was recommended that teachers should be adequately remunerated by paying an attractive salary to them to boost their morale.

Background to the Problem

The task of nation building all over the world starts from the provision of effective educational programmes that will serve as tool for national survival and growth. Abubakar (2002) stated that every aspect of educational process has to be taught by somebody that possessed adequate skill and technique on the art of imparting knowledge.

Teacher as the overseer of the classroom activities has many functions to accomplish. The success of students in relation to academic performances rests squarely on him. Abubakar (2002) noted that a teacher has to be up to date and devise a good teaching

methodology for the process of instructing students. He/she also has the responsibility of maintaining academic standard, and instills discipline into students for the purpose of ensuring effective teaching and learning outcome.

In the olden days, teachers were well known for their dedication, commitment, devotion and charismatic conducts, all of which helped to improve and maintain good academic standard typical of western education. Abubakar (2002) stressed that teachers' dedication and commitment as experienced in the past were due to the kind of training and attractive remuneration they received at the time.

Today, the conditions of service of teachers are not something to write home about. This unimpressive and poor service treatment meted out to teachers is responsible for falling standard of education in Nigeria. Ogumaka (2009) observed that poor teachers' output and efficiency in relation to low academic standard emanated from poor teachers' salary, too much workload, teachers training, promotion and other fringe benefits.

The teachers' performance nowadays has been a great concern to both government and members of public at large. This is due largely to the pervading falling standard of education at all stages or levels of our education systems. Boyson (2000) opined that the increasing concern by parents at large for falling standard of education and discipline has signalled a change of direction. This change according to him has led some parents to turn to private schools in order to give their wards (children) adequate education.

It is a common adage that *"a hungry man is an angry man."* In order to ensure maximum productivity on the part of teachers, their remuneration or pay package must be improved and made attractive.

Abubakar (2002) posited that many teachers that are poorly paid will not be patriotic. The teachers should be recognized so as to make them feel important, since their roles in nation building are indispensable. Fafunwa (1983) noted that the poor salary paid to teachers is the major factor responsible for dismal academic performance and low teachers' productivity. Okunloye (2004) emphasized that the poor teachers' output and student academic performances were due to the failure of government to put in place a general remuneration packages which will motivate professional to have job satisfaction and remain on the job on full time.

The National Policy on Education (1981) maintained that “No system can rise above the quality of its teachers.” This attests to the inexplicable need for training and retraining of teachers to enable them meet up with present and future challenges. Boyson (1997) said that teachers must again be trained to teach a body of knowledge within a dominant set of values and emphasis must be placed on training and retraining of them. Shehu (2008) remarked that the haphazard way of implementing the programme in schools is as a result of lack of adequate training of teachers. As part of teachers’ conditions of service that will enhance their productivity, there is need to intensify effort on teachers’ training to ensure qualitative services.

In any public establishment, promotion is regarded as right and one of the motivating factors for hard work. It becomes right for workers that have attained specified and required levels of performances in their various places of works. Abubakar (2002) posited that teachers’ promotion has not been accorded the attention it deserves. There are many teachers that have been long due for promotion and have not been elevated. Aiyeoribe (2002) stated that government has been paying lip service to prompt promotion of teachers. He stressed that the embargo on promotion has not been lifted and those already promoted before the ban are yet to enjoy the financial benefit of such elevation.

The decline in academic standard is as a result of ineptitudeness and the inefficiency on the part of teachers that are engaging in teaching and learning process. Teachers’ poor performances are as a result of unimpressive remuneration paid to them. This further discourages them, hence the brain drain syndrome in our educational institution. Akinkugbe and Salako (1995) observed that the remuneration paid to medical and teaching personnel is not among the highest, hence there is a drain of such highly qualified professionals to other countries, sectors or even outright abandonment of their calling.

Research Hypotheses

1. There will be no significant influence of teachers' remuneration on pupils' academic performances in health education at primary school level in Ilorin metropolis.
2. There will be no significant influence of teachers' promotion exercise on pupils' academic performances in health education at primary school level.
3. There will be no significant influence of further training received by teachers on pupils' academic performances in health education at primary school level.

Methodology

This study was carried out with the use of the survey method. The sample for the study was made up of three hundred (300) teachers out of three thousand, two hundred and ten (3210) teachers in primary schools within Ilorin metropolis.

The instrument used in gathering information for the study was a structured questionnaire. The questionnaire has been thoroughly scrutinized by expert on the field and reliability value of 0.82 coefficient of correlation was obtained by use of test-retest reliability method. The analysis of data collected was done with the use of chi-square (χ^2). The results of the analysis and interpretation of findings are tabulated below:

Results and Discussions

Hypothesis one (1): there will be no significant influence of teachers' remuneration on pupils' academic performances in health education at primary school level in Ilorin metropolis.

Table 1: *Influence of teachers' remuneration on pupils' academic performances in health education*

ITEMS	SA	A	D	SD	Row Total	Chi-square (χ^2)	Degree of freedom	Critical value	Decision
Teachers always discharge their assigned duties diligently as a result of prompt payment of salaries.	30 (40)	248 (247.33)	21 (11.66)	1 (1)	300	19.75	6	12.59	HYPOTHESIS REJECTED
Increment in teachers salaries has led to high productivity on their part.	40 (40)	248 (247.33)	10 (11.66)	2 (1)	300				
All other allowances accruing to teachers are usually settled promptly.	50 (40)	246 (247.33)	4 (11.66)	0 (1)	300				
Column total	120	742	35	3	900				

The result of the analysis of tested hypothesis one (1) above shows the calculated chi-square (χ^2) of 19.75 against the critical table value of 12.59 at 0.05 alpha level of significance with degree of freedom (df) of 6. Since the calculated value is greater than the critical value, the above

stated hypothesis is hereby rejected. This means that remuneration received by teachers has much influence on pupils' academic performances in health education.

Hypothesis two (2): There will be no significant influence of promotion exercise on pupils' academic performances in health education at primary school level in Ilorin metropolis.

Table 2: Influence of teachers' promotion on pupils' academic performance in health education

ITEMS	SA	A	D	SD	Row Total	Chi-square (x ²)	Degree of freedom	Critical value	Decision
All hardworking teachers are being promoted regularly	30 (59.33)	260 (228.33)	9 (10)	1 (2.33)	300	46.52	6	12.59	HYPOTHESIS REJECTED
Regular promotion exercise spurs teachers to effect work	58 (59.33)	222 (228.33)	15 (10)	5 (2.33)	300				
Prompt implementation of teachers promotion and the annual increment often ensure efficiency and effectiveness of their job	30 (59.33)	203 (228.33)	6 (10)	1 (2.33)	300				
Column total	178	685	30	6	900				

The finding from the analysis in table two (2) above shows calculated chi-square (χ^2) of 46.52 against the critical value of 12.59 at 0.05 alpha level of significance with degree of freedom (df) of 9. Since the calculated value is greater than critical value, the above hypothesis is hereby rejected. This means that promotion of teachers has greater influence on pupils' academic performance in health education.

Hypothesis Three (3): There will be no significant influence of further training received by teachers on pupils' academic performances in health education at primary school level in Ilorin metropolis.

Table 3: Influence of teachers training on pupils' academic performances in health education

ITEMS	SA	A	D	SD	Row Total	Chi-square (χ^2)	Degree of freedom	Critical value	Decision
Teachers are usually sent to appreciable course aimed at improving their performance	82 (80.33)	188 (186.33)	26 (26.66)	4 (6.66)	300	18.15	6	12.59	HYPOTHESIS REJECTED
Government at various levels of our educational system organize seminars/ workshops/ symposia for teachers to update their knowledge	79 (80.33)	201 (186.33)	16 (26.66)	4 (6.66)	300				

The fixing of national certificate in education as minimum teaching qualification has increased teachers craze for higher education and improved academic performances in schools	80 (80.33)	170 (186.33)	38 (26.66)	12 (6.66)	300				
Column total	241	559	80	20	900				

The third hypothesis examined influence of further training received by teachers on pupils' academic performances in health education. The Table 2 above shows calculated value of 18.15 against the critical value of 12.59 at 0.05 alpha level of significance with the degree of freedom (df) of 6. Hence, the above stated hypothesis is hereby rejected. This means that further training on the part of teachers has much influence on the pupils' academic performances in health education.

Discussion of Findings

The result of analysis in Table 1 shows that remuneration received by teachers has much influence on pupils' academic performances in health education. This finding is in line with the findings of Fafunwa (1983) and Abubakar (2002) who reported that the poor salary paid to teachers are the major factor responsible for dismal academic performance and low teachers' productivity. This finding is further corroborated by Okunloye (2004) assertion that the poor teachers' output and pupils' academic performances were due to the failure of government to put in place a general remuneration packages which will motivate professional to have job satisfaction and remain on the job for full time.

The finding from Table 2 shows that regular promotion of teachers' with financial benefit has greater influence on pupils' academic performances in health education. This finding confirms Abubakar (2002) position that teachers' promotion has not been accorded the attention it deserves. He added that there are many teachers that have been long due for promotion and have not been elevated. This finding further confirms Aiyeoribe (2002) assertion that government has been paying lip service to prompt promotion of teachers. He added that those promoted before the ban are yet to enjoy the financial benefit of such elevation.

The result of analysis in table three revealed that further training on the part of teachers has much influence on the pupils' academic performances in health education. This is in line with Shehu (2008) assertion that the haphazard way of implementing the programme in schools is as a result of lack of adequate training of teachers. He maintained that there is need to intensify effort on teachers training to ensure qualitative services. This position has been earlier established by Boyson (1997) that teachers must again be trained to teach a body of knowledge within a dominant set of values and emphasis must be placed on training and retraining of them.

Conclusion and Recommendations

The overall findings from the analysis above show that teachers' conditions of service have much influence on pupils' academic performance in health education. It has been further revealed that remuneration received by teachers has much influence on pupils' academic performances in health education. Also, prompt promotion of teachers has greater influence on pupils' academic performances in health education. The study also showed that further training on the part of teachers has much influence on the students' academic performance in health education.

Based on the findings of the study, the following recommendations are proffered as a way forward:

- Teachers should be adequately remunerated. This has to do with paying an attractive salary to teachers to boost their morale. Some people have argued for teachers salary scale (T.S.S).
- The salary should be promptly paid as at when due.

- Qualified and competent teachers for all levels and courses of study should be engaged to teach in our schools.
- Teachers should be promoted regularly. This is to say that promotion exercise should be conducted from time to time.
- Higher education for teachers should be given attention it deserves.
- Governments at various levels should organize and endeavour to sponsor teachers to learned conferences and workshops to update their knowledge, so as to improve on their activities and academic performances.
- Governments should give financial backing to all promotion exercise made through prompt implementation and integration into the monthly salary.

REFERENCES

- Abubakar, D. A. (2002). Relationship between Teachers Conditions of Service and Students' Academic Performances in Ilorin East Local Government Secondary Schools. An Unpublished Postgraduate in Education Project, University of Ado-Ekiti, Nigeria.
- Aiyeoribe, E. A. (2002). Report of Kwara State Chapter of Nigeria Labour Congress Deprivation of Workers Welfare Packages by Kwara State Government, Nigeria.
- Boyson, R. M. (1997). The Crisis in Education. England: Woburan Press.
- Fafunwa, B. (1993). The Role of Teachers in the Implementation of Education Policies. *The Psychologist*, 4 (2) 73 – 78.
- Federal Government of Nigeria, (1981). National Policy on Education. Abuja: Federal Ministry of Education.
- Ogunmake, P. M. (2009). Teachers Effectiveness as Assessed by Students. In Nwana O. C. (Ed) Educational Measurement and Evaluation. Owerri: Ark Publisher.
- Okunloye, R. W. (2004). Teaching as a Profession in Nigeria: Problems and Prospects. In Amibola, I. O. and Abolade, A. O. (Ed) Fundamental Principles and Practice of Instruction. Ilorin: Department of Curriculum Studies and Educational Technology, University of Ilorin.
- Shehu, R. A. (2008). The Use and Principles of Continuous Assessment

in the Classroom. In Durosaro, D. O., Shehu, R. A. and Kinta, M.(Ed) Classroom Management Techniques. Ilorin: Integrity Publication.

Sonaiya, E. (1995). National Health Insurance Scheme and Working Condition of Health Personnel in Nigeria. In Akinkugbe, O. O. and Salako, L. A. (Ed) Nigeria's Health in the Nineties. Ibadan: Spectrum Book Limited.