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CONDITIONS OF SERVICE AND TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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Abstract

The study investigated the influence of conditions of service and teacher effectiveness in public secondary schools in Oyo State, Nigeria. Two research questions and one hypothesis guided the study, functional theory of labour welfare served as the framework. The study adopted descriptive survey design. The population of the study comprised all secondary school teachers and principals in Oyo State Nigeria. There are 13,084 teachers as well as 686 principals in secondary schools in Oyo State. Purposive sampling technique was used to select 740 teachers being the teachers taking SS 2 students and 74 principals making 814 participants. Two self-developed instruments were used for the study. The instruments' reliability co-efficient were 0.89 and 0.82. The data collected were analysed with mean, SD and PPMC while the hypothesis was tested at 0.05 level of significance. The findings of the study revealed that the teachers are not satisfied with their conditions of service in terms of salaries ($x=2.47$), while they are a bit satisfied with their professional development ($x=2.94$). It also revealed that there is significant high positive correlation between S, PD and TE $r=(0.95)$, 0.000 , $P<.05$ & $r=(0.47)$, 0.000 , $P<.05$. The study recommended that, the government should ensure the teachers are well paid and make them paid as and when due. The management as well as the government should ensure there is continuous seminars, workshops and conferences that will update the teachers' knowledge in their various disciplines.

Keywords: Conditions of service of teachers, Teachers' salaries, Professional development, Teacher effectiveness

Introduction

Teacher effectiveness is the ability of a teacher to manifest content knowledge, skills in lesson preparation and create desirable

atmosphere for learning. The subject mastery of a teacher coupled with adequate preparation before the class and making the learning interesting to the students bring about their curiosity to learn and create a desirable learning outcome. An effective teacher works with passion, makes teaching real to the learners by carrying them along in the teaching process and teaches to attain behavioural change in the learners in terms of their comprehension of the lesson taught.

Effective teachers are passionate about their subjects as well as the students they teach, they always carry the students along in their teaching and are concerned about permanent learning taking place in their students. They make use of various teaching strategies and assist students to appreciate the relevance of information in their own context. They are active, master their subjects and always direct the teaching towards the achievement of the lesson goals. Therefore, for the goals of any educational institution to be achieved, the teachers must be effective.

Alemu (2014) opined that the main behaviours for effective teaching involve the possession of some characteristics by the teachers. These characteristics include good lesson preparation, subject mastery, clarity in lesson delivery, classroom management, and good language and communication skills. On the contrary, it seems some of the teachers' attributes negate these characteristics and thereby indicating their ineffectiveness. Emunemu and Isuku (2011) revealed that exhibition of poor attitude to work by secondary school teachers in terms of inadequate commitment to work, poor subject mastery, poor classroom organization, inappropriate good teaching pedagogy and poor lesson preparation among others was one of the major factors leading to decline in the attainment of the nation's educational development. Kiadese (2011) also recorded relatively low level of teacher effectiveness among vocational subject teachers in Ogun State. Onyekuru and Ibegbunam (2013) also reported that secondary school teacher effectiveness was below average and this was attributed to their teaching experience and qualification. Atanda (2021) also worked on strengthening the schooling bridge: Nigerian secondary education for structural adjustment.

In addition, Akpan, Ekpe and Essien (2018) discovered from their research that poor academic performance of students is related to ineffectiveness of teachers which is dependent on student-teacher

relationship, the indispensable skill of teachers in classroom management and level of mastery of subject matter by the teachers. As critical as teacher effectiveness to the achievement of school goals, the effectiveness of Nigerian teachers appears questionable as this is reflected in the performance of the students in both internal and external examinations and this has been a great concern for researchers, educationists, parents and the society at large.

The performance of the students in the external examination which appears to be a reflection of teacher effectiveness for the past years has been dwindling which calls for a great attention. Ngozi, Ebere and Loreta (2016) reiterated that teaching experience, qualification, interpersonal relationship with the students and knowledge of subject matter influenced positively students achievement. This implies that teachers' efforts and the way and manner of their service delivery which determine their effectiveness could seem to be part of the determinants of students' academic performance. Therefore, the performance of Oyo State students from the past till the present may as well be traced to the level of effectiveness of their teachers.

Table 1.1 shows the total number of students that sat for WASSCE in Oyo State between 2011 to 2021 and the percentage of the students with five credits including Mathematics and English Language

Table1.1: Percentage of candidates who had a minimum of five credits including English Language and Mathematics in WASSCE from 2011 to 2021 in Oyo State, Nigeria.

Year	Total number of candidates	Number of candidates with five credits including Mathematics and English Language	% Of students with five credits including Mathematics and English Language	Number of candidates with five credits without Mathematics and English Language	%of students with five credits without Mathematics and English	Oyo State position in the country
2011	75,175	12,314	16.38	62,861	83.62	34 th
2012	74,179	16,049	21.64	58,130	78.36	23 rd
2013	74,319	16,197	21.79	58,122	78.21	24 th
2014	77,685	14,904	19.19	62,781	80.81	24 th
2015	78,897	17,051	21.61	61,846	78.39	26 th
2016	78,896	16,588	21.03	62,308	78.97	29 th
2017	53,850	29,174	54.18	24,676	45.82	24 th
2018	65,657	27,795	42.33	37,862	57.66	26 th

2019	64,970	24,466	37.66	40,504	62.34	29 th
2020	44,430	18,843	42.41	25,587	57.59	11 th
2021	54,943	30,109	54.8	24,834	45.2	33 rd

Source: Research, Planning and Statistics Department, Oyo State Ministry of Education, 2022

Table 1.1 shows the performance of candidates who sat for WASSCE in Oyo State between 2011 to 2021. The percentage pass rate recorded in the state ranged from 16.38% in 2011, 21.64% in 2012, 21.79% in 2013, 19.19% in 2014, 21.61% in 2015, 21.03% in 2016, 54.18% in 2017, 42.33% in 2018, 37.66% in 2019, 42.41 in 2020 and 54.8 in 2021. The performances of the students have been dwindling and below average until 2017 when the state recorded above average pass and there were consistent fall in the pass rate in 2018 as well as 2019. Though the state emerged 11th in 2020 which was encouraging but the number of the passed students reduced from when the state emerged 29th which means the position did not connote the state improvement and the performance drastically dropped in 2021 as the state emerged 33rd, which implies that the performance of Oyo State candidates in WASSCE is still poor.

The implication of teachers' ineffectiveness in secondary schools could result into poor academic performance of the students because the learning process of the students would be affected and thereby result in poor output. This could further lead to delay of the students' transition to higher institution as a result of poor academic performance and this can make some of them engage in social vices like prostitution, armed robbery, kidnapping, terrorism among others which will eventually affect the society negatively as against expected development.

Many efforts have been made by scholars to examine the problems of teacher effectiveness. Chowdhury (2014) investigated secondary school teachers on gender, age experience and qualification in relation to their effectiveness. It was revealed that majority of the teachers both male and female have average level of effectiveness in their teaching learning process. The result of the study showed that there was no significant difference in secondary school teacher effectiveness in terms of their gender age, experience and qualification. This implies that gender, age, experience and qualification are not determinants of teacher effectiveness because teachers are very active

and are up to their task irrespective of their gender, age, experience and qualification.

Similarly, Mupa and Isaac (2015) discovered that some factors are militating against teacher effectiveness such as: use of only one text book and syllabus as instructional materials, uncondusive teaching and learning environment for the students, low morale among teachers, low parental support in terms of extra materials such as text books and revision books, inadequate learning resources in schools, among others. Adeyemo, Oladipupo and Omisore (2017), in their research on teachers' motivation on students' performance in Mathematics in Government Secondary Schools affirmed that the teachers on the government payroll are poorly remunerated and as a result, most of them take up part time employment or private business enterprise in order to make ends meet. This calls for attention because it appears this is affecting the level of teacher effectiveness as reflected in outputs of the system which are the students' learning outcomes. Ubom (2002) argued that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. To corroborate this, Jaiyeoba (2018) argued that it is a non-professional manager that will always assume that salary is the only incentive to motivate staff to discharge their duties accordingly. Apart from prompt payment of salaries to workers there are other motivating factors that if attached to their working conditions can make them more effective.

In the words of Uduak (2018), it was established that observation from stakeholders in the education sector points to the fact that, most of the teachers are not putting in their best in the delivery of their statutory functions, some of them show low commitment to duties and display laxity in discharging their responsibilities, some do not go to school regularly, while some are not steady in school during official hours. Based on the result of this study, it means some teachers are not punctual in school, why some are not regular, some of them do not mark the students' attendance register well, they failed in monitoring of the students and keeping of their statutory records like lesson plans, scheme of works, diaries, among others and these are greatly affecting their effectiveness. Therefore, this study examined conditions of service and teacher effectiveness.

Conditions of service in this study were examined in terms of salaries and professional development.

Salaries refer to money paid to workers for the work performed. It is a fixed compensation periodically paid to a person for regular work or services. Salaries well paid create an intrinsic motivation and psychological satisfaction to workers; therefore, salaries paid to teachers could have effect on their level of effectiveness. A teacher that is paid as and when due would find it easy to meet the basic and other needs of the family and this would assist the teacher to concentrate at work and avoid any kind of distraction on the job.

Sirima and Poipoi (2010) reported that public secondary school teachers with high level of job satisfaction tend to have high social and psychological atmosphere in the classroom and therefore result in high productivity and effectiveness in their job performance as well as their willingness to stay longer in the profession. Salaries well paid seem to give teachers some level of satisfaction and contribute to their commitment because when teachers are able to meet their immediate needs they feel relaxed and are highly motivated to work. But teachers that are not well paid are likely to be discouraged in putting total commitment in the discharge of their duties; such teachers can also be absent minded at work due to some forms of distraction like thought of meeting their needs, engagement in another business at work and some other things that can affect their effectiveness.

Egwu (2015) discovered that the payment of teachers' salaries as and when due spurs them to action, inspires them to perform well their official duties and breeds in peaceful relationship among teachers, administrators, government and students which hereby enhances their effectiveness and prevent incessant strike actions taking place in the institutions of learning. Teachers with well-paid salaries could be highly committed, productive and as well relate well with the students which enhance their effectiveness and contribute to students' achievement. Also, if teachers are well paid they could be more productive, committed and efficient as well as displaying characters that ginger the attainment of school goals and objectives. Therefore, salaries appear to determine the productivity of teachers and contribute to their level of effectiveness.

Also, professional development appears to contribute to the level of teacher effectiveness in secondary schools. Professional

development is any form of training that gives the teachers an opportunity for career advancement, updates their knowledge, improves their skills and makes them conversant with the latest practice in their profession. Teachers that undergo professional development tend to discover new methods, techniques and ways of presenting their teaching to achieve the set objectives either by themselves or others (administrators or ministry of education). They seem to perform better because they are introduced to the innovations and new practices in their profession and thus enhance their level of effectiveness. But teachers that do not have access to professional development may likely not discover new trends and practices in their discipline; therefore they may be utilizing old methods and outdated knowledge in their profession which may likely affect their effectiveness in discharging their duties. Therefore, professional development seems to promote their lesson preparation, presentation and enhance their effectiveness.

Fraser (2007) defined professional development as processes that result in specific changes in professional skills attitudes, belief, or actions of teachers. It is referred to as broader changes that may take place over a longer period of time. Evans (2011) defined it as the process whereby people's professionalism may be considered to be enhanced with a degree of performance that exceeds transitoriness. These two definitions clarify professional development occurring over a period of time, i.e it accrues through the process a teacher is exposed to over a period of time while on the job. Popoola (2019) submitted that when teachers are sent on training, conferences or workshops, it exposes them to new development, ideas, innovation and new methodology in their disciplines and this promote and improve their ways of impacting knowledge to the students. Effective professional development enables teachers to actively initiate and carry out research in their own schools and classrooms (Cochran-Smith, 1999). Bredeson (2002) defined PD as work opportunities that encourage creativity and reflective skills in the teachers, thus enabling them to improve their practices. Professional development keeps a teacher updated and enhances their understanding of the modern ways of carrying out their duties in such a way as to promote students' learning and facilitate the achievement of educational stated objectives. It helps a teacher in discovering new methods of teaching, application of

modern aids and current development in their specialisation which tend to promote students' learning rate as well as the attainment of the educational goals.

Statement of the problem

Several stakeholders have been complaining about the inability of secondary school teachers to carry out their responsibilities as expected. This is reflected in their mode of service delivery, ranging from their lesson preparation subject mastery and appropriate classroom interaction with the students. The ineffectiveness of Nigerian teachers has been a great concern to researchers, educational managers, parents and the society at large. Their ineffectiveness is partly accounting for the quality of their outputs which are the students. Some of the students are not disciplined while others contributes problem to the environment. It also reflects in the performance of the students because the performance of the students seems to be low most especially in the external examinations. This has been a great concern for all stakeholders and generated the question on whether the teachers in secondary schools are performing their task up to expectation or not.

Teachers' poor attitude to work, lack of commitment and poor enthusiasm seem to negatively affect their effectiveness and these can reflect in their lesson preparation, subject mastery, and classroom interaction with learners. The implication of this is high level of indiscipline among the students, high dropout rate of students from secondary school and delay of students in transiting to higher institution of learning among others. Therefore, this study investigated the conditions of service and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

Purpose of the study

The study investigated the conditions of service and teacher effectiveness in public secondary schools in Oyo State, Nigeria. Specifically, the study investigated

- i. the extent of teachers' satisfaction with conditions of service in public secondary schools in Oyo State, Nigeria

- ii. the relationship between conditions of service (salaries and professional development) and teacher effectiveness in secondary schools in Oyo State Nigeria

Research Questions

- i. What is the extent of teachers' satisfaction with salaries in public secondary schools in Oyo State, Nigeria?
- ii. What is the extent of teachers' satisfaction with professional development in public secondary schools in Oyo State, Nigeria?

Hypothesis

H_{01} : There is no significant relationship between salaries, professional development and teacher effectiveness in public secondary schools in Oyo State, Nigeria.

Theoretical Framework

The study is based on functional theory of labour welfare. Functional theory of labour welfare is also known as efficiency of labour welfare. It implies the provision of welfare facilities for workers and improvement of their working conditions so as to make them more productive and efficient.

The theory is relevant to this study because it emphasises the provision of welfare facilities for workers and improvement of their working conditions so as to make them more productive and efficient. Based on this study, provision of adequate welfare and improved working conditions for workers in terms of better conditions of service which include prompt and regular payment of teachers' salaries, continuous professional development for teachers will enhance their effectiveness, make them more committed, improve their service delivery and facilitate the achievement of educational objectives.

Methodology

The study adopted a survey design of correlational type. It was an attempt to gather information from the representation of a large sample and the existing situation was described without manipulation. The study was carried out in public secondary schools in Oyo State, the population of the study consisted of 686 principals and 13,084 teachers in public secondary schools in Oyo State. There are 33 Local

Government Areas in Oyo State which is divided into ten Educational Administrative Zones which are Ibadan zone I, Ibadan zone II, Ibadan Zone III, Ibarapa zone, Oyo zone, Saki zone, Kajola zone, Irepo zone, Ogbomoso zone I and Ogbomoso II. Simple random sampling technique was used to select four educational zones for the study while three Local Government Areas were randomly selected from each of the local governments viz: Ibadan zone I, Ibadan zone II, Kajola zone and Oyo zone. The targeted population of the study was 740 teachers from seventy four secondary schools and all the principals of the selected school making 814 participants. Three research questions and one hypothesis guided the study. Two self-developed questionnaires tagged Conditions of Service Questionnaire for Teachers (COSQT) and Teacher Effectiveness Questionnaire for Principals (TEQP) were used to gather information from the respondents. The instruments were validated by experts in the department of educational management and the co-efficient of the reliability was 0.89 and 0.82 for salaries and professional development scale and Teacher effectiveness questionnaire respectively. The research questions were analysed with mean and standard deviation while the hypothesis was tested with Pearson product moment correlation coefficient at 0.05 level of significance. The mean scores are rated as follow:

0.1-2.49 – Low, 2.50 -3.09 – Moderate, 3.10 – 3.99 – High

Research Question One: What is the extent of teachers' satisfaction with salaries in secondary schools in Oyo State Nigeria?

Table 1: Extent of Teachers' Satisfaction with Salaries

Items	VHE	HE	M	LE	Mean	Std Dev
Salaries						
To what extent are you satisfied with your monthly salary as a teacher?	91 (15%)	158 (26%)	193 (32%)	160 (27%)	2.30	1.02
Teachers' monthly salary take care of all their necessities	47 (7%)	103 (17%)	208 (35%)	244 (41%)	1.92	0.94
Teachers' salaries are regular in the state	382 (63%)	140 (23%)	41 (7%)	39 (7%)	3.44	0.88
Teachers' salaries are enough to make them happy and	52 (9%)	137 (23%)	229 (38%)	184 (30%)	2.09	0.93

effective in their service delivery in the state						
Teachers' salaries in the state are satisfactory when compared with other professions	64 (11%)	121 (20%)	182 (30%)	235 (39%)	2.02	1.00
The mode of payment of teachers' salaries contribute to their psychological satisfaction	163 (27%)	268 (45%)	116 (19%)	55 (9%)	2.90	0.91
The amount earned by teachers as salary determine and facilitate their effectiveness?	173 (29%)	198 (32%)	136 (23%)	95 (16%)	2.75	1.04
To what extent are the teachers' salaries increased in the state?	87 (14%)	175 (29%)	172 (29%)	168 (28%)	2.30	1.03
Weighted Mean: 2.47						

1.0-2.49 – Low, 2.50-3.09 – Moderate, 3.10 – 3.99– High

The data from table one revealed that the level of teachers' satisfaction with salaries in Oyo State secondary school was low because the mean response was below the bench mark of 2.50 which means the monthly salaries did not take care of all the teachers' necessities, the salary is not enough to make them happy and effective and the salaries are not satisfactory when compared with other professions.

Research Question Two: What is the extent of teachers' satisfaction with professional development in public secondary schools in Oyo State, Nigeria?

Table 2: Extent of Teachers' Satisfaction with Professional Development

Professional Development	VHE	HE	M	LE	M	SD
To what extent can you rate teachers' participation in seminar, workshop and conferences	204 (34%)	258 (43%)	79 (13%)	61 (10%)	3.00	0.94
The training programme develop teachers' ability to	271 (45%)	249 (41%)	53 (9%)	29 (5%)	3.27	0.81

prepare the lesson plan						
The training guide teachers in selecting suitable educational aids and techniques for creating effective learning activities	243 (40%)	275 (46%)	55 (9%)	29 (5%)	3.22	0.80
The training helps teachers to choose learning and teaching activities in a way that contribute to achieving the goals	249 (41%)	266 (44%)	62 (10%)	25 (4%)	3.23	0.80
To what extent does the government at the state and local level organise training programmes for teachers?	101 (17%)	198 (33%)	224 (37%)	79 (13%)	2.53	0.92
The training programmes benefit you in raising learners' motivation?	175 (29%)	310 (51%)	84 (14%)	33 (6%)	3.04	0.81
The programmes help the teachers to take into account individual differences among learners	187 (31%)	302 (50%)	84 (14%)	29 (5%)	3.07	0.80
The school organises seminars and workshops for teachers on subject matter or other education related topics	95 (16%)	228 (37%)	178 (30%)	101 (17%)	2.53	0.95
The programmes help in the preparation of improved essay test that reveal learners' weaknesses	113 (19%)	294 (48%)	142 (24%)	53 (9%)	2.78	0.85
The school arrange for mentoring and/peer observation and coaching to guide the teachers	103 (17%)	290 (48%)	149 (25%)	60 (10%)	2.72	0.86
Weighted Mean					2.94	

0.1-2.49 – Low, 2.50 -3.09 – Moderate, 3.10 – 3.99– High

The table 2 data revealed that the extent of satisfaction of secondary school teachers with professional development was moderate because the weighted mean was above 2.50 bench mark; this means that the

teachers are a bit satisfied because the weighted mean did not reveal it to be high and it was as well not low.

Test of Hypotheses

H₀₁: There is no significant relationship between salaries, professional development and teacher effectiveness in public secondary schools in Oyo State, Nigeria

Table 3: Correlation Matrix Table of between Conditions of Service (professional development, salaries) and Teacher Effectiveness

Variables	Professional Development	Salaries	Teacher Effectiveness
Professional Development	1		
Salaries	0.50**	1	
Teacher Effectiveness	0.47**	0.95**	1

Significant @ $p < .05$; $n = 74$

The results in table 3 indicates that there is significant and moderate positive correlation between professional development and teacher effectiveness in secondary schools in Oyo State, $r = (0.47)$, 0.000 , $P < .05$. Similarly, there is significant high positive correlation between salaries and teacher effectiveness in secondary schools in Oyo State, $r = (0.95)$, 0.000 , $P < .05$. Hypothesis 1 which states that: there is no significant relationship between conditions of service (professional development, salaries) and teacher effectiveness in secondary schools in Oyo State, Nigeria was therefore rejected. This reveals that there was significant relationship between conditions of service (professional development, salaries) and teacher effectiveness in secondary schools in Oyo State, Nigeria.

Discussion of Findings

The findings of this study shows that the teachers are not satisfied with their conditions of service in terms of salaries, as it was revealed that the salaries was not enough to make them happy and not satisfactory when compared with other professions. Salaries is a great determinant of teacher effectiveness because it creates inner satisfaction that motivate workers towards effective performance. Any organization that

fails to pay the workers as and when due is affecting the high productivity and effectiveness in job performance of the workers.

Shadid (2014) reiterated that establishments which lack the ability to pay wages and salaries regularly as in the case of teaching profession are in danger of disintegration. It was also discovered that the teachers were a bit satisfied with the conditions of service in terms of professional development

In addition, it was also discovered that there is significant relationship between salaries, professional development and teacher effectiveness and this was supported by Egwu (2015) that the payment of teachers' salaries as and when due inspires them to perform well their official duties and breeds in peaceful relationship among teachers, administrators, government and students which hereby enhances their effectiveness. Also, Popoola (2019) asserted that when teachers are sent on training, conferences or workshops, it exposes them to new development, ideas, innovation and new methodology in their disciplines and this promote and improve their ways of impacting knowledge to the students. Adeogun (2006) as well discovered that training and experience had significant impact on teachers' job performance. Therefore prompt and regular payment of teachers' salaries as well as well as continuous professional development of teachers enhances their effectiveness.

Conclusion

Conditions of service of teachers in terms of salaries and professional development are important factors that can determine their effectiveness. The extent to which they are satisfied with their salaries and continuous professional development will go a long way in determining their activeness and effective performance of their duties. Therefore, this should be given great attention in secondary schools in Oyo State.

Recommendations

Government should ensure the teachers are well paid to make them happy when they compare their salaries with that of other professions so as to make them emotionally stable and psychologically balanced.

Government should ensure the teachers' salaries are paid as and when due so as to make them more effective in achieving the educational goals and objectives.

The school, management as well as the government should ensure there is continuous seminars, workshops, conferences and other educational programmes that will update the teachers knowledge in their various disciplines so as to make them more effective.

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