

## Teachers' Regular Promotion and Prompt Payment of Salary as Correlates of Job Effectiveness in Public Senior Secondary Schools in Rivers State

Adizu Eunice NGOZI, *Ph.D*

AND

Lenu Monica BORLE  
Department of Business Education  
Faculty of Education  
Ignatus Ajuru University of Education  
Port Harcourt, Rivers State, Nigeria

### ABSTRACT

*This study investigated teachers' regular promotion and prompt payment of salary as correlates of job effectiveness in public senior secondary schools in Rivers State. The study adopted a survey research design and was guided by five (5) specific objectives, five research questions, and five hypotheses. The population of the study is 6,806 teachers from 287 public senior secondary school in Rivers State, of which 3403 are male and 3403 are female. The sample size consists of 361 respondents drawn through a stratified sampling technique. A researcher designed teachers' welfare incentives on Job Effectiveness Questionnaire (TWIJEQ) was used as the instrument for data collection. The reliability index of  $r = 0.885$  was established through Cronbach's Alpha. The face and content validity were carried out by the researchers' supervisor and research experts. The returned questionnaires were used for the analysis in this study. Mean and standard deviation were used to answer the research questions, while an independent T-test was used to test the hypotheses at 0.05 level of significance. The result of the findings revealed that promotion of teachers improves the job effectiveness of teachers in public senior secondary schools in Rivers State to a low extent due to non-promotion to their next levels, prompt payment of salary improves teachers job effectiveness to a high extent. The study concluded that the provision of promotion and prompt payment of salary to teachers in senior secondary schools in Rivers State should be carefully tailored to meet the actual welfare needs and various performance requirements of teachers in public senior secondary schools in Rivers State, in general, the teachers' welfare incentives are positively associated with the job effectiveness of teachers in public senior secondary schools in Rivers State. One of the recommendations stated that Rivers State government should encourage job promotion of the teachers in Rivers State so that a significant improvement can be made in their job effectiveness.*

**KEYWORDS:** Regular Promotion, Prompt Payment of Salary, Job Effectiveness, Teachers, Public Senior Secondary Schools and Rivers State.

### Introduction

Educational administrators agree on the importance of education in promoting social and economic development. For these reasons, they have frequently supported calls for the development of policies and organizational practices aimed at improving the overall quality of educational services provided to the intended beneficiaries. Some of these policies and programs, on the other hand, are concerned with raising the standard of teaching and learning conditions for teachers, management personnel, and students.

The quality of an education system depends on the quality of its teachers. Thus, the success or failure of the educational process is largely determined by the quality of teachers, who are the implementers and transmitters of desirable attitudes, skills, knowledge, and values in society. In addition, teachers are responsible for the molding of the minds and characters of future society and leaders by facilitating knowledge and skills and molding values, attitudes, and inclinations relevant to that society (Odhiambo, 2013). However, to improve the quality of public schools, teachers must be empowered to achieve higher levels of performance in their work. This can be achieved by ensuring that teachers receive clear and effective performance appraisals, adequate welfare incentives, fair and high-quality procedures, and rewards that are proportionate to the success they achieve (Darling-Hammond, 2010). Unfortunately, in Nigeria, teachers are undervalued and teaching is regarded as a last resort occupation for many graduates due to a lack of opportunities in other lucrative sectors of the economy (Saliu, 2019). Welfare incentives are the strategies employed in motivating teachers for better job performance. These are in the form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationships among teachers (Oyetakin et al., 2018). Teachers' welfare incentives, as a factor that propels teachers' satisfaction in their jobs, are a vital variable in this study. It is generally believed that money not only helps people to attain their basic needs, but it is also instrumental in providing higher levels of need-based performance.

Despite the hurdles teachers face daily, most of them do feel motivated by the knowledge that each day can have a positive impact on the children that they are charged with educating. They play a crucial role in translating policy into action and principles based on practice during interaction with the students (Egbebi, 2016). Researchers have noted that some of the challenges teachers in public school's experience in the teaching profession include irregular payment of salaries, late payment of salaries, an unsatisfactory rewards system, failure to pay incentives for teaching in rural areas, the non-payment of fringe benefits or other bonuses and allowances, and lack of health and safety insurance, a situation that has resulted in the unwillingness of some teachers to work (Mbanefoh, 2004; Amadi, 2013).

Effectiveness is defined as the degree to which something is successful in producing a desired result. When a teacher is effective, he/she does a good job of learning the content material and presenting it in the classroom effectively, as well as encouraging the students to perform well both in school and in extracurricular activities. He or she will innovate and produce a top-quality learning environment for all the students. An effective teacher does not just attempt to complete their tasks as quickly as possible, but works to come up with inventive solutions to problems and continually improve their performance to achieve the best results (Amahala, 2019). Based on the foregoing, teachers' job effectiveness can be defined as the ability of teachers to perform the job duties in a creative, efficient, and effective manner.

When teachers are effective in their job, they are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways, maintain the discipline and attention of their students, and ensure that all learners are engaged in learning activities (Gbamanja, 2019). In light of the foregoing, teachers' welfare incentives are envisaged to be a panacea to the problem of the lack of job effectiveness among teachers in public senior secondary schools in Rivers State.

### **Statement of the Problem**

The notion that "teachers are responsible for translating educational policy into action and principles based on practice during interaction with their students and administrators is a fundamental assumption behind the translation of educational goals into action." Unfortunately,

this may have existed only on paper, perhaps because policies to ensure that teachers are recognized and duly acknowledged are typically ineffective regardless of whether or not they carry out their duties for which they are employed. In contrast, it is widely acknowledged that teacher competence and commitment are two of the most important determinants of learning (Akyempong, 2017). However, there is a strong possibility that competent teachers will show little or no dedication to their job. Supporting the preceding, Ubom (2012) revealed that prompt payment of salaries induced a greater commitment to teaching in Nigeria.

### Objectives of the Study

1. The extent to which regular promotion improves job effectiveness of teachers in public senior secondary schools in Rivers State.
2. The extent to which prompt payment of salary improves job effectiveness of teachers in public senior secondary schools in Rivers State.

### Research Questions

1. To what extent does regular promotion improve job effectiveness of teachers in public senior secondary schools in Rivers State?
2. To what extent does prompt payment of salary improve job effectiveness of teachers in senior public secondary schools in Rivers State?

### Hypotheses

1. There is no significant difference in the mean rating responses of male and female teachers on the extent to which regular promotion improves their job effectiveness in public senior secondary schools in Rivers State.
2. There is no significant difference in the mean rating responses of male and female teachers on the extent to which prompt payment of salary improves their job effectiveness in public senior secondary schools in Rivers State.

### Conceptual Framework

#### Concept of Teachers' Welfare Incentives

The concept of welfare has many elements. Its relations to ideas emanating from a variety of disciplines and approaches, including economics, psychology, sociology, and philosophy, can be clearly established (Greve, 2018). In this regard, Greve (2018) defined welfare as the highest possible access to economic resources; a high level of well-being, including happiness, of the citizens; a guaranteed minimum income to avoid living in poverty; and, finally, having the capabilities to ensure the individual a good life. The purpose of providing such facilities is to make their work life better and also to raise their standard of living (Priti, 2009), hence improve performance.

Teachers' welfare is a comprehensive term, which embraces the various benefits, services, and facilities offered by the management to employees with the aim of enriching the working and social lives of workers and satisfying their needs in order to enhance productivity (Gupta (2014). According to Manzini and Gwandure (2011), teachers' welfare measures were meant to reduce absenteeism and increase efficiency and productivity. However, today's employee welfare programmes have taken on a broader scope, and they include almost all aspects of workers' welfare and development in organizations. The essence of welfare measures

is to generate an efficient, healthy, satisfied, and productive labour force. Priti (2009) asserts that the objective of providing working facilities is to make working life a better experience and also to improve the living standards of teachers.

The welfare incentives have been defined in various ways by many authors. Yoder (2018) defines the term as a wide variety of services provided by organizations to employees and, in some cases, to members of their families. Shubin (2017) sees it as additional incentives given to employees by management to argue for their wages. Moreover, Ejiafor (2016) perceives an employee's welfare incentives from monetary and non-monetary perspectives when he defines it as something of value apart from agreed regular monetary payments of salaries and wages given by an employer to an employee.

Teachers' welfare incentive is a simple and important step that can improve education significantly. It is a means of taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators, and the teachers' trade union directly and indirectly through the provision of housing, meals, payment of allowances, construction of classrooms, guidance and counselling, provision of loans, and provision of instructional materials (Rajkuar, 2014; Odeku & Odeku, 2014).

### Concept of Teachers' Job Effectiveness

The term "effectiveness" has been defined differently by different scholars based on the perspective from which they approach it. Some scholars have viewed job effectiveness as the behavioural aspect that defines the way in which organizations, teams, and individual employees successfully get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2013). Job effectiveness is the degree to which an employee's and organisational goals are met (Feng, 2010). It comprises both actions and outcomes (Armstrong, 2013; Feng, 2010).

Katarasibwa (2005) defined teacher job effectiveness as the process by which a teacher is able to realise the maximum requirements level of their job in order to meet school objectives. Umar (2018) defined teacher performance as overall classroom management, effective teaching, motivation to teach, school and classroom punctuality, as well as good teamwork. He further asserted that teachers' job effectiveness is the extent to which the teacher achieves school objectives through lesson preparations, which involve making schemes of work, lesson plans, records of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners discipline, involvement in co-curricular activities, counselling and guidance. Umar (2018) outlined five constructs of teachers' job effectiveness: timely scheming of work; timely lesson planning; lesson delivery/actual teaching; maintenance of records of work covered; and teachers' physical presence in school.

According to Abwalla (2014), teachers' job effectiveness refers to identification with and involvement in the teaching occupation. He argued that teacher performance is considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises, and participation in co-curricular activities. He identified four dimensions of teacher performance as follows: lesson plan preparation, assessing students, involvement in co-curricular activities, and syllables completion. Obilade (2019) sees teacher performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals, whereas (Akinyemi, 2013; Okeniyi, 2015) defined it as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

## The Relationship between Teachers' Welfare and Job Effectiveness

"Welfare schemes" are the strategies employed in motivating teachers for better job performance (Okereke & Daniel 2010). These are in the form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationships among teachers. Teachers are the initiators and facilitators of teaching and learning activities. They act as agents of change in any school system because of the roles they perform; they can be regarded as the heart of quality improvement strategies (Hopkins, 2014).

According to Okereke and Daniel (2010), most organisations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favourably with other organizations, but mostly because the management (or those at the helm of affairs) provides them with incentives that make their work worth enjoying. They appreciate the fact that no organisation performs efficiently and effectively if the human elements are not adequately motivated. The provision of welfare packages that encourage workers to work in an organisation has helped organisations to create the enabling environment for better performance among the workforce.

According to Manzini and Gwandure (2011), employee welfare measures are meant to reduce absenteeism and increase efficiency and productivity. However, today's employee welfare programmes have taken a broader scope and they include almost all aspects of workers' welfare and development in the organisational establishment. The mandate of welfare measures is to generate an efficient, healthy, satisfied, and productive labour force. Berry, Mirabito & Baum (2010) assert that the objective of providing facilities is to make working life a better experience and also to improve living standards.

According to Mathews and Khann (2016), effective and efficient working conditions and fringe benefits are likely to lead to increased employee performance and job effectiveness. Using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda, and Wachira (2015) found that working conditions have a positive effect on the performance of employees. Eluka and Okafo (2014) discovered that improved working conditions impact positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefits and employee commitment, which consequently led to high performance. Walking down a similar path, Gohari, Ahmadloo, Boroujeni and Hosseinipour (2013) found that there is a significant positive relationship between pay, bonus, fringe benefits, promotion, appreciation, empowerment, and delegation on the one hand, and employee effectiveness on the other hand.

### *Human Capital Theory*

Human capital theory was first propounded by economist Gary Becker in 1975. The theory stated that education and training were investments that could add to productivity (Gary, 1975, cited in Garba, 2010). Human capital theory rests on the assumption that formal training and developmental programmes are highly instrumental and necessary to improve the productive capacity of a population.

Based on the theory, welfare incentives increase the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of welfare incentive is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 2017).

According to Babalola (2003), the rationality behind human capital expenditure is based on three arguments:

- a. The new generation must be given the appropriate parts of the knowledge that has already been accumulated by previous generations.
- b. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services;
- c. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

Concluding on the postulate of theory, Human capital theory provides a basic justification for promotion, prompt payment of salary, health and safety incentive, in-service training and bonuses and allowances as having a positive effect on the employee's personal characteristics and professional growth. As such, efforts to promote human capital development are seen to result in rapid economic growth for society and financial performance for the respective organization.

### Methodology

Descriptive survey research design was adopted for the study. The population of the study is 6,806 teachers from 287 public senior secondary school in Rivers State, of which 3403 are male and 3403 are female. The sample size consists of 361 respondents drawn through a stratified sampling technique. A researcher designed teachers' welfare incentives on Job Effectiveness Questionnaire (TWIJEQ) was used as the instrument for data collection. The reliability index of  $r = 0.885$  was established through Cronbach's Alpha. The face and content validity were carried out by the researchers' supervisor and research experts. The returned questionnaires were used for the analysis in this study. Mean and standard deviation were used to answer the research questions, while an independent T-test was used to test the hypotheses at 0.05 level of significance.

**Research Question 1:** To what extent does promotion improve job effectiveness of teachers in public senior secondary schools in Rivers State?

**Table 1: Mean Score and Standard Deviation of the Extent to which Promotion Improves Job Effectiveness of Teachers in Public Senior Secondary Schools in Rivers State**

S/N	ITEMS	RESPONSES					
		Male =185			Female=165		
		M	SD	Remark	M	SD	Remark
1.	Non-promotion of teachers eliminates stereotyping in the classroom and enhances the teachers' job effectiveness.	1.60	0.32	LE	2.36	0.26	LE
2.	Non-promotion of teachers positively influences classroom civility and encourages teachers to accept and work towards promoting the goals and mission of the school.	1.52	0.28	LE	2.20	0.32	LE
3.	When teachers are not promoted, it helps them to improve in their discipline in and outside the classroom.	1.24	0.20	VLE	1.28	0.18	VLE

4.	When teachers are not promoted, it makes them more sensitive to the needs of the students.	2.40	0.32	LE	1.85	0.33	LE
5.	When teachers are not promoted as at when due, they can effectively contribute to improving the quality of teaching and learning.	1.35	0.35	VLE	2.15	0.20	LE
6.	Non-promotion of teachers is one way of motivating them to pursue greater learning and develop themselves.	2.10	0.18	LE	2.00	0.20	LE
<b>Grand Mean</b>		<b>1.70</b>	<b>0.28</b>	<b>LE</b>	<b>1.97</b>	<b>0.25</b>	<b>LE</b>

Source: Field Data, (2022).

Result from Table 1 above revealed that the respondents agreed that promotion improves their job effectiveness to a low extent because they have not been promoted to their next teaching levels. This is shown in the grand mean value of 1.70 and 1.97 for male and female teachers respectively in public senior secondary schools in Rivers State. The item by item analysis shows that item 1, 2, 4 and 6 with mean ratings ranging from 1.52 to 2.40 for male and female teachers were rated to a low extent, item 3 with mean ratings of 1.24 and 1.28 for male and female teachers were rated to a very low extent respectively, while item 5 with mean rating of 1.35 and 2.15 for male and female teachers were rated to a very low extent and to a low extent respectively. In addition, the standard deviation grand ratings of 0.28 and 0.25 for male and female teachers respectively reveals that there was homogeneity among their responses. Therefore, it was deduced that the promotion of teachers achieved a low extent result for the job effectiveness of teachers.

**Research Question 2:** To what extent does prompt payment of salary improve job effectiveness of teachers in public senior secondary schools in Rivers State?

**Table 2: Mean Score and Standard Deviation of the Extent to which Prompt Payment of Salary Improve Job Effectiveness of Teachers in Public Senior Secondary Schools in Rivers State**

S/N	ITEMS	RESPONSES					
		Male =185			Female=165		
		M	SD	Remark	M	SD	Remark
7.	Prompt payment of teachers' salaries serves as a motivating factor for many teachers who seek ways of improving their effectiveness in the classroom.	3.68	0.15	HE	3.56	0.26	HE
8.	Prompt payment of teachers' salaries serves as a motivating factor for many teachers to retain their jobs and strive to enhance their job effectiveness.	3.56	0.20	HE	3.52	0.32	HE
9.	The prompt payment of teachers' salaries not only enhances the effectiveness of their jobs but also motivates teachers to work more diligently and put more effort towards the betterment of their students.	4.00	0.46	HE	3.58	0.18	HE

10.	The prompt payment of teachers' salaries is one way of motivating teachers to improve their job effectiveness and, in turn, contribute more to their students' learning.	3.55	0.22	HE	3.99	0.33	HE
11.	The prompt payment of teachers' salaries is a way to help teachers become successful in their jobs as well as motivate them to work harder and, in turn, improve their teaching effectiveness.	3.70	0.13	HE	3.54	0.21	HE
12.	When teachers are promptly paid their salaries, they are willing to devote more time to the job and increase their efforts to help students succeed.	3.68	0.18	HE	3.65	0.20	HE
<b>Grand mean</b>		<b>3.70</b>	<b>0.19</b>	<b>HE</b>	<b>3.64</b>	<b>0.23</b>	<b>HE</b>

Source: Field Data, (2022).

Results from Table 2 above revealed that the respondents agreed that prompt payment of salary improves their job effectiveness to a high extent. This is shown in the grand mean value of 3.70 and 3.64 for male and female respondents respectively in public senior secondary schools in Rivers State. The item by item analysis reveals that, item, 7, 8, 9, 10, 11 and 12 with mean ratings ranging from 3.52 to 4.00 for both female and female respondents were rated to a high extent. Furthermore, the standard deviation grand ratings of 0.19 and 0.23 for both male and female respondents respectively reveals that they were homogeneous in their views.. Therefore, it was deduced that prompt payment of salaries of teachers achieved a high extent result for the job effectiveness of teachers.

### Hypotheses

**Hypothesis 1:** There is no significant difference in the mean rating responses of male and female teachers on the extent to which promotion improves job effectiveness of teachers in public senior secondary schools in Rivers State.

**Table 3: Summary of T-Test Analysis on the Difference in the Mean Rating Responses of Male and Female Teachers on the Extent Promotion Improves Job Effectiveness in Public Senior Secondary Schools in Rivers State**

Genders	n	$\bar{x}$	SD	df	t-cal	t-tab	LS	Decision
Male	185	1.70	0.28	348	3.00	1.96	0.05	Reject
Female	165	1.97	0.25					

Sources: Field Data, (2022).

Table 3 indicates that  $t\text{-cal} = 3.00$ ,  $df = 348$ , and  $t\text{-tab} = 1.960$ . Therefore, since  $t\text{-cal} > t\text{-tab}$ , hence hypothesis one (1) is rejected at the 0.05 level of significance. Therefore, it is deduced that there is a significant difference in the mean rating responses of male and female teachers on the extent promotion improves job effectiveness of teachers in public senior secondary schools in Rivers State. The implication is that the perspective of male and female teachers on the extent to which promotion improves their job effectiveness differs significantly.



**Hypothesis 2:** There is no significant difference in the mean rating responses of male and female teachers on the extent to which prompt payment of salary improves job effectiveness of teachers in public senior secondary schools in Rivers State.

**Table 4: Summary of T-Test Analysis on the Difference in the Mean Rating Responses of Male and Female Teachers on the Extent to which Prompt Payment of Salary Improves Job Effectiveness of Teachers in Public Senior Secondary Schools in Rivers State**

Genders	n	$\bar{x}$	SD	df	t-cal	t-tab	LS	Decision
Male	185	3.70	0.19	348	3.05	1.96	0.05	Reject
Female	165	3.64	0.23					

Sources: Field Data, (2022).

Table 4 indicates that  $t\text{-cal} = 3.05$ ,  $df = 348$ , and  $t\text{-tab} = 1.960$ . Therefore, since  $t\text{-cal} > t\text{-tab}$ , hence hypothesis two (2) is rejected at the 0.05 level of significance. Therefore, it is deduced that there is significant difference in the mean rating responses of male and female teachers on the extent prompt payment of salary improves job effectiveness of teachers in public senior secondary schools in Rivers State. The implication is that the perspective of male and female teachers on the extent to which prompt payment of salary improves their job effectiveness differs significantly.

## Conclusion

The study investigated teachers' welfare incentives and job effectiveness in public senior secondary schools in Rivers State. Consequently, the study revealed, among others, that promotion of teachers achieved low extent results for the job effectiveness of teachers in senior secondary schools in Rivers State; teachers in Rivers State showed that there is a significant difference in the mean rating responses of male and female teachers on the extent to which promotion influences the job effectiveness of teachers in public senior secondary schools in Rivers State, and there is a significant difference in the mean rating responses of male and female teachers on the extent to which prompt payment of salary improves the job effectiveness of teachers in public secondary schools in Rivers State.

Based on the findings, the study concluded that the provision of promotion and prompt payment of salary to teachers in senior secondary schools in Rivers State should be carefully tailored to meet the actual welfare needs and various performance requirements of teachers in public senior secondary schools in Rivers State, in general, the teachers' welfare incentives are positively associated with the job effectiveness of teachers in public senior secondary schools in Rivers State.

## Recommendations

1. Rivers State government should encourage job promotion of the teachers in Rivers State so that a significant improvement can be made in their job effectiveness.
2. The policy of having salaries paid immediately to teachers before the end of every month of work should be encouraged and maintained in Rivers State in order to improve job performance, efficiency, and effectiveness.

## REFERENCES

- Abwalla, J. (2014). *The principals' leadership styles and teachers' performance in general secondary schools of Gambella Regional State*. A Master's Thesis Submitted to the Department of Educational Planning and Management, Jimma University Press.
- Akinyemi. A. (2013). Job satisfaction among teachers in Ondo State secondary school. *Journal of Educational Leadership*, 29(1), 10-22.
- Akyeampong, M. (2017). *Teacher motivation in Nigeria*. Lagos Press, Nigeria
- Amadi, P., (2013). The dilemma of the Nigerian teacher. *The Fountain*, 20(14), 114-16.
- Amalaha, B. M., (2019). *The Teacher in the Classroom*. In Ukeje, B.O., (Ed) Foundations of Education. Ethiope Publishing.
- Armstrong, M. (2013). *A handbook of human resource management practice*. Kogan Page Publisher.
- Ayeniyo, I., (2015). Impact of employee job satisfaction on their performance: A Case Banking Sector in Muzaffargarh District, Pakistan. *Global Journal of Human Resource Management*, 2(4), 71-94.
- Babalola, J.B. (2003) *Budget Preparation and Expenditure Control in Education*. In Babalola J.B. (ed) Basic Text in Educational Planning. Ibadan Awemark Industrial Printers.
- Berry, L., Mirabito, A. M., & Baum, W. (2010). *What's the hard return on employee wellness programs?* Harvard business review, December, 2012-68.
- Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Report by Centre for American Progress. <https://www.americanprogress.org/education-k.../evaluatingteacher-effectiveness/>
- Egbebi, J. O. (2016). *Learners' readiness, home-school factors, instructional management strategies and academic achievement of private primary schools in Oyo State, Nigeria*. Published Ph.D. Thesis of Olabisi Onabanjo University, Ago-Iwoye, Ogun State.
- Ejiofor, P.O. (2016). *Employee welfare programmes: Dilemmas during depression in Damachi*, U.G., and Fashoyin, T. (eds): Contemporary Problems in Nigeria Industrial Relations: Development Press.
- Eluka, J. C. & Okafor, N. C. (2014). *A critical review of the effect of working conditions on employee performance: evidence from Nigeria*. Enugu Campus: Department of Management Science, University of Nigeria Press.
- Feng, W. C. (2010). An empirical study of the performance of university teachers based on organizational commitment, job stress, mental Health and Achievement motivation. *Canadian Social Science*, 6(4), 127 - 140.
- Garba, A. (2010). Refocusing Education System towards Entrepreneurship Development in Nigeria: a Tool for Poverty Eradication. *European Journal of Social Sciences* -15(1).
- Gbamanja P. T. (2019). *Essentials of Curriculum and Instruction*. Theory and Practice. Pam Unique Publishing Company.

- Gohari, P., Ahmadloo, A., Boroujeni, M. B., & Hosseinipour, S. J. (2013). The relationship between rewards and employee performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5(3), 543-571.
- Greve, B. (2018). What is welfare? *Article in Central European Journal of Public Policy* 2(1), 50-73.
- Gupta, S. (2014) *Impact of welfare facilities on satisfaction and productivity of workers: A study of Indian PSU*. Research and Sustainable Business, 313-318.
- Hopkins, D. (2014). *School and system improvement: A narrative state-of-the-art review*. School Effectiveness and School Improvement, 25(2), 257-281.
- Katarasibwa, D.M. (2005). *Contemporary issues in personnel management in Education and their impact on teachers' performance in secondary schools in Bushenyi District*. (Master's dissertation, Uganda Christian University, 2005)
- Manzini, H., & Gwandure, C., (2011). *The Provision of Employee Assistance Programmes in South Africa Football Clubs*. Johannesburg, South Africa: University of the Witwatersrand Press.
- Mathews, C., & Khann, I. K. (2016). Impact of work environment on performance of employees in manufacturing sector in India: Literature review. *International Journal of Science and Research (IJSR)*, 5(4), 852-855.
- Mbanefoh, B.N. (2004). Factors responsible for teachers' attrition in secondary schools. *Dissertation Abstract International*, 2(1), 45-69.
- Nduku, S.S., Mwenda, L. & Wachira, A. (2015). Effects of working conditions on performance of employees of Kenya commercial bank head office. *International Journal of Current Research*, 7(03), 14174- 14180.
- Obilade, S.O. (2019). *Leadership qualities and styles*. As they relate to instructional productivity. Department of Educational Management, University of Ibadan Press.
- Odeku, O.F., & Odeku, K.O. (2014). In pursuit of the employees' welfare in the workplace: Issues in perspectives. *Mediterranean Journal of Social Sciences*, 5(15), 652-660.
- Odhiambo, G. O. (2013). Academic Brain Drain: impact and implications for public higher education quality in Kenya. *Research in Comparative and International Education*, 8(4).
- Okeniyi C.M. (2015). *Relationship between leadership problems and school performance in Oyo State Secondary Schools*. Published. M.ed. Thesis University of Ibadan Press.
- Okereke, C.I. & Daniel, A., (2010). Staff welfare and productivity in Patani local government council, Delta State Nigeria. *Journal of Economics and International Finance*, 2(12), 313-320.
- Oyetakin, A. I., Ajalode, J. A. & Alen, T. (2018). Welfare packages and job satisfaction among public secondary school teachers' Ondo State, Nigeria. *UNIZIK Journal of Educational Management and Policy*, 1(3), 63-79
- Priti, S. (2009). *Employee welfare*. <http://www.citehr.com/176307employeeelfare.htm/#ixzz1ztz8Hhec>

- Rajkuar, B. (2014). A study on labour welfare measures and social security in IT industries with reference to Chennai. *International Journal of Enterprise Computing and Business Systems*, 4(1), 45-60.
- Saliu, T. (2019). *Calls for improved teachers' welfare in Kwara State*: Kwara State NUT Chairman. [punchonline@punchng.com](mailto:punchonline@punchng.com).
- Shubin, J.A. (2017). *Business management: An introduction to business and industry*. Banes and Noble Books
- Ubom, I. U. (2012). Teachers attitude, motivation and job performance: implications for guidance and counselling. *A Journal of Basic Education in Nigeria* 2(2), 45-60.
- Umar, D. (2018). *Principals' instructional supervision and teachers' performance of secondary schools in Danko Wasagu Local Government Area, Kebbi State*, North-West Nigeria. Published Thesis. Kampala International University Press.
- Woodhall, M. (2017). *Human Capital: Educational Aspects*. International Encyclopedia of the Social & Behavioral Sciences.
- Yoder, D. (2018). *Handbook of personal management and labour relations*. McGraw Hill Book Company.