

# Impact of Conditions of Service on Teachers' Job Performance in Senior Secondary School in Gombi Education Zone, Adamawa State, Nigeria

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## ABSTRACT

This study investigated the impact of conditions of service on teachers' job performance in senior secondary Schools in Gombi Education Zone of Adamawa State. The study specifically assessed the impact of fringe benefits and staff development on teachers' job performance. Two research questions and two research hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study was 1,709 respondents (which comprised of 1,648 teachers and 61 principals) in Gombi Education Zone. The sample for this study was 377 respondents (53 principals and 322 teachers) through Taro Yamane Formula to find out simple random sampling procedure. An instrument titled "Impact of Conditions of Service on Teachers' Job Performance (ICSTJP)" was validated and trial tested with Cronbach Alpha which showed a reliability coefficient of 0.81. The data gathered were analysed using descriptive statistics for answering the research questions and ANOVA to test the null hypotheses. The study therefore revealed that fringe benefit and staff development have significant impact on teachers' job performance. Among others, the study recommended that government should invest on the staff development for improving teachers' job performance.

**Keywords:** Conditions of Service; Fringe Benefits; Staff Development; Teachers' Job Performance; Gombi Education Zone

## INTRODUCTION

The core of every educational system in a nation building is hinge on its teachers. As a result, teachers make up a sizable portion of the labour force and are at the forefront of the fight for national development (Ekpenyong, Okon & Imo, 2016). This may be because teachers are the pivot on which the educational process hinges. Ibi, Isa and Balasa (2019) view teachers as one who teaches, builds up, trains and guides the young ones for healthy growth and stable adult life. They further maintained that teachers instruct guide learners' activities when provided with adequate facilities and enhanced conditions of service. As a profession, teaching goes beyond moulding character and guiding learners. Hence, teaching profession includes instructing learners, motivating learners, creating new innovations and guiding learners to pass through the learning process. Onjoro, Arogo and Embeywa (2015) opined that teachers play a major role in the educational system, as they influence the teaching and learning outcomes either positively or negatively because teachers' job performance determines the quality of instructional delivery in schools.

According to Uwannah, Amanze, Adeoye, and Alaba (2019), job performance is the output of a person or a group of person's input that is directed at fulfilling predetermined organizational objectives. Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyagba & Fajana, 2019). Thus, teachers' job performance refers to the effectiveness and quality with which teachers fulfil their roles and responsibilities in the classroom and school setting (Gikunda, 2016). It encompasses a range of factors such as high students' classroom engagement, personalised instruction, classroom management, effective use of instructional strategies and resources, relationship with students, adaptation to changing teaching/learning process, use of instructional aids, participate in extracurricular activities, mastery of subject area, teacher-teacher relationship, above all students' academic performance (Akuoko & Donkor, 2016; Chukwueze, 2023).

Keston (2015) described condition of service as legal agreements between a service provider or employer and an employee who wants to use or render the service. The person must agree to abide by the terms of service in order to use or offer the service. Seniwoliba (2014) sees conditions of service as that general requirements, necessities and desirable factors that tend to make the working environment conducive and favourable and thus enhance worker's performance. There are various components of conditions of service which can affect teacher's performance in primary and secondary schools, and these include salary, status, working conditions, promotion, fringe benefits, job security and involvement in decision-making. The conditions of service may include salary structure, allowance, and dress code, duration of vacation, work hours, break policies, promotion, work-related responsibilities and number of sick days. It can also encompass certain benefits such as retirement plans and health insurance coverage. However, in the course of this study, teachers' conditions of service are narrowed to fringe benefits and staff development in senior secondary schools.

Fringe benefits are a collection of various benefits provided by an employer which are exempt from taxation as long as certain conditions are met. They are benefits or compensation given to employees in addition to wages or salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, and life insurance coverage (Alexandra, 2019). So also, a collection of various fringe benefits or compensation given to employees should be provided, in addition to wages or salaries beyond a regular salary or wage with monetary value such as pension, health insurance coverage, and life insurance coverage. Armstrong, (2015) also stated that in addition to the provision of a fair wage and salary to employees, certain fringe benefits are essential in teachers' performance. These include leave bonus, retirement benefits and pension plans. Pramudjono (2018) expressed that cash bonuses serve as the most effective incentives that can enhance teachers' performance most especially when such were based on teachers' input in the school system. In agreement, Ndu (2017) earlier stated that an employee remains in the organization as long as he thinks the inducements are larger than his contribution. This is true because for example, a teacher may be induced to remain as the vice principal of a school, as a result of other fringe benefits attached to the post, such as free accommodation, free transportation and free medical services, and of course the social reorganization, which goes with the post. However, Adelabu (2015) and Taiwo (2017) stated that when there are no fringe benefits beside the normal wages, teachers' performance often seems to be at a low level, which may even affect staff willingness to engage in staff development initiatives.

Alexandra (2019) viewed staff development as a part of every organization, which refers to the development of an individual in a school organization to improve the staff's performance. Iyunade (2017) defined professional development for teachers as the area of any educational system that focuses on educating and training teachers to help them gain the essential competences and teaching abilities to raise the calibre of teachers in the school system. According to Obineme (2020), staff development includes all forms of supported learning opportunities, including academic coursework, conferences, and informal learning opportunities located in the field of work. Teachers need to have access to continual professional

development opportunities if they are to teach well because through professional development, teachers acquire new teaching techniques, which may raise their level of job performance. In addition, Aguinis (2019) stated that professional development and training for teachers must be a regular input and an appropriate part of school management if teachers are to perform their jobs effectively, be well-motivated, and receive adequate satisfaction from the school organisation. However, without regular staff development and training, teachers may miss out on the chance to update their knowledge, acquire new skills, and engage in reflective practices that could enhance their job performance (Ekpenyoung, et al., 2016) in senior secondary schools in Gombi Education Zone.

Furthermore, while the importance of fringe benefits and staff development is widely acknowledged, there is a dearth of empirical research within the specific context of Gombi Education Zone. Understanding how these factors interact and impact the job performance of Senior Secondary School teachers in this region is essential for informed policy-making and strategic planning. Therefore, this research sought to empirically investigate the impact of conditions of service (fringe benefits and staff development) on the job performance of senior secondary school teachers in Gombi Education Zone, Adamawa State, Nigeria. By exploring the intricacies of these relationships within the local context, the study aimed to provide valuable insights that could inform educational policies, human resource management practices, and initiatives aimed at creating a conducive and supportive environment for teachers in the study area. Through this exploration, the research aspires to contribute to the enhancement of job satisfaction, teacher motivation, and, ultimately, the overall quality of senior secondary school education in Gombi Education Zone.

### **Statement of the Problem**

The present condition of service of senior secondary school teachers in Gombi Education Zone, Adamawa State remained an issue despite the recent attempt by this current State Government which is depicted in the recent intuiting policy of free education across the state, attempt to employ teachers in both primary and secondary schools, prompt payment of teacher's salaries, building and construction of classrooms and payment of scholarship (Okonkwo, 2021). However, the researchers observed that there is still need to improve the condition of services of teachers in Adamawa State, particularly in Gombi Education Zone. The need to attract and re-train qualified teachers is critical. Teachers' motivation is inadequate especially as teachers' salary is mostly incomparable to other institution workers. Also, there are often low accommodation for teachers and they have to struggle for it, while others have to commute long distances to work (Takwate, 2021). These factors are causing absenteeism, careless attitude and dissatisfaction among teachers. Furthermore, the researchers discovered that the rate of teacher turnover in the study area is alarmingly high, leaving the remaining teachers clamouring for improved working conditions.

Since teachers' condition of service as well as teachers' job performance are important, the need for provision of adequate motivational incentives remains paramount by the school management. Takwate (2021) stated that high productivity and good performance in schools cannot be realized without teachers support and contributions because teachers are expected to render a very high job performance. Hence, ensuring that fringe benefits and staff development initiatives align with the broader educational goals and priorities of Gombi Education Zone is crucial for optimizing the impact on teacher job performance and, consequently, the quality of education provided to students. However, there is a noticeable scarcity of empirical research focused on Gombi Education Zone, hindering a nuanced understanding of how fringe benefits and staff development initiatives uniquely impact the job performance of senior secondary school teachers in this region. Hence, this has created a gap that the current study sought to fill. Consequential, the current study was set up to focus on the impact of condition of service (fringe benefits and staff development) on senior secondary school teachers' job performance in Gombi Education Zone, Adamawa State.

## Purpose of the Study

The main purpose of the study is to focus on the impact of conditions of service on senior secondary school teachers job performance in Gombi Education Zone, Adamawa State. Specifically, the study sought to:

1. analyses the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.
2. determine the impact of staff development on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State

## Research Questions

The study was guided by the following research questions:

1. What is the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State?
2. How does staff development impact teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

## Research Hypotheses

In line with the research questions, the following null hypotheses were formulated and tested at 0.05 level of significance:

$H_{01}$ : There is no significant difference in the mean response scores among the respondents on the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

$H_{02}$ : There is no significant difference in the mean response scores among the respondents on the impact of staff development on teachers' job performance in senior secondary schools Gombi Education Zone, Adamawa State.

## METHODOLOGY

The study employed a descriptive survey research design to gather data from a representative sample of the population under study. The population of the study was 1,709 respondents. This population consisted of all the 61 senior secondary schools in Gombi Education Zone (Girei, Song, Gombi and Hong Local Government Area); which comprised of 1,648 teachers and 61 principals in Gombi Education Zone of Adamawa State. The sample for this study was 377 respondents (53 principals and 322 teachers). The study sampled the respective respondents using simple random sampling procedure because it will not be feasible to cover the entire secondary schools in the area due to constraints of time, mobility, material resources among others. The instrument that was used in this research was an adapted questionnaire titled "Impact of Condition of Service on Senior Secondary School Teachers' Job Performance (ICSTJP)". The questionnaire was adapted from Adamawa State Civil Service Rules (2005) and used to construct the items of the instrument.

The instrument was face and content validated by two experts. The instrument was subsequently trial tested on 16 teachers randomly selected from eight schools in Mubi North Local Government Area which is not part of the study area. Cronbach Alpha coefficient method was used to test the reliability, which revealed a reliability coefficient of 0.81, which meant that the instrument was reliable. The researcher employed the

services of two research assistants on administration and retrieving of the questionnaires. At the end of the exercise, a total of 365 questionnaires were retrieved but 360 valid questionnaires were analysed, since five of the restored questionnaires were not fully completed. This represented 96% of the distributed questionnaires. Descriptive statistics of mean and standard deviation was used for data analysis for response to research questions 1 and 2; while one-way Analysis of Variance (ANOVA) was used to test the null hypotheses formulated at 0.05 level of significance.

## RESULTS

The results are presented in the order of research questions and hypotheses.

**Research Question 1:** What is the impact of fringe benefits on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

**Table 1: Impact of Fringe Benefits on Teachers’ Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State**

S/N	ITEMS	N	Mean	Std. Dev.	Decision
1.	Teachers are given loans to boost their job performance in secondary school.	360	2.80	0.91	Agree
2.	Duty tour allowances paid to teachers enhances their job performance.	360	3.07	0.87	Agree
3.	Medical allowances given to teachers improve their job performance.	360	3.13	0.76	Agree
4.	Provision of free drugs and medical treatments encourage teachers job performance.	360	2.70	0.87	Agree
5.	Availability of free accommodations for teachers improve their job performance.	360	3.55	0.66	Strongly Agree
6.	Disturbance allowance for staff on transfer encourages teachers to stay with the organization.	360	2.75	0.76	Agree
7.	End of year bonus encourages teachers to work harder	360	2.73	0.68	Agree
8.	Vacation grant for senior staff encourages positive attitude to work.	360	3.36	0.70	Agree
9.	Long service award motivates teaching and non-teaching staff to put in their best at work.	360	3.62	0.59	Strongly Agree
10.	Giving benefits for overtime encourages hard work and retention of teaching and non-teaching staff in an organization.	360	2.97	0.79	Agree
	$G\bar{x}$		3.07	0.76	Agree

Table 1 shows the respondents’ responses towards impact of fringe benefits on teachers’ job performance in senior secondary schools in Gombi Education Zone. The table further shows that most of the respondents were in agreement to item 1, which means that teachers are given loans to boost their job performance in secondary school. Item 2 was also agreed to by the respondents, which meant that duty tour allowances paid to teachers enhances their job performance. While item 3 was agreed to by most of the respondents, that medical allowances given to teachers improve their job performance. Item 4 was also agreed to by most of the respondents, which showed that provision of free drugs and medical treatments encourage teachers job



performance. On the other hand, item 5 was strongly agreed to by most of the respondents, which revealed that availability of free accommodations for teachers improve their job performance.

Similarly, Item 6 was also agreed to by most of the respondents, which revealed that disturbance allowance for staff on transfer encourages teachers to stay with the organization. Also, item 7 was agreed to by the respondents that end of year bonus encourages teachers to work harder. In addition, item 8 was agreed to by the respondents which revealed that vacation grant for senior staff encourages positive attitude to work. While the respondents strongly agreed to item 9 that long service award motivates teaching and non-teaching staff to put in their best at work. Finally, in item 10, most of the respondents agreed that giving benefits for overtime encourages hard work and retention of teaching and non-teaching staff in an organization. Overall, and with a grand mean of 3.07 and standard deviation of 0.76, the table further reveals that most of the respondents agreed to the impact of fringe benefits on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

**Research Question 2:** How does staff development impact teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

**Table 2: Impact of Staff Development on Teachers’ Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State**

S/N	ITEMS	N	Mean	Std. Dev.	Decision
1.	Newly employed teachers who were given orientation demonstrate commitment to work.	360	2.66	1.10	Agree
2.	Skills acquired at seminars encourage teachers to take more responsibilities.	360	3.46	0.94	Agree
3.	Teachers are recommended for training in areas that relate to them.	360	3.04	1.11	Agree
4.	In-service training towards career development and progression of teachers encourages job performance.	360	3.16	0.98	Agree
5.	Teachers, who are allowed to attend conferences, tend to put in their best at work.	360	3.54	0.87	Strongly Agree
6.	Teachers are encouraged to go for workshops for more experience in their job.	360	2.96	1.05	Agree
7.	Training of teachers on leadership and management skills enhances job performance.	360	3.61	0.86	Strongly Agree
8.	Evaluation of teaching staff is a basis for improved job performance.	360	3.64	0.91	Strongly Agree
9.	Re-orientation of various cadres in the organization improves their performance on the job.	360	3.19	1.05	Agree
10.	Staff training on area of specialization improves performance and sense of achievement teachers.	360	3.00	1.10	Agree
	<b>G<math>\bar{x}</math></b>		3.23	1.00	Agree

Table 2 shows the respondents’ responses towards impact of staff promotion on teachers’ job performance in senior secondary schools in Gombi Education Zone. The table further shows that most of the respondents were in agreement to item 1, which means that newly employed teachers who were given orientation demonstrate commitment to work. Item 2 was strongly agreed to by the respondents, which meant that skills

acquired at seminars encourage teachers to take more responsibilities. While item 3 was agreed to by most of the respondents, that teachers are recommended for training in areas that relate to them. Item 4 was also agreed to by most of the respondents, which showed that in-service training towards career development and progression of teachers encourages job performance. On the other hand, item 5 was strongly agreed to by most of the respondents, which revealed that teachers, who are allowed to attend conferences, tend to put in their best at work.

Furthermore, Item 6 was also agreed to by most of the respondents, which revealed that teachers are encouraged to go for workshops for more experience in their job. Also, item 7 was strongly agreed to by the respondents that training of teachers on leadership and management skills enhances job performance. In addition, item 8 was also strongly agreed to by the respondents which revealed that evaluation of teaching staff is a basis for improved job performance. While the respondents strongly agreed to item 9 that re-orientation of various cadres in the organization improves their performance on the job. Finally, in item 10, most of the respondents agreed that the staff training on area of specialization improves performance and sense of achievement teachers. Overall, and with a grand mean of 3.23 and standard deviation of 1.00, the Table further reveals that most of the respondents agreed to the impact of staff development on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

### Testing of Research Hypotheses

The null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Hence, the following acronym stands as: n = sampled number of respondents; df = degree of freedom; sig = level of significance, and F = F ratio.

**H0<sub>1</sub>**: There is no significant difference in the mean response scores among the respondents on the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

**Table 3: Analysis of Variance (ANOVA) of the Response Scores among the Respondents on the Impact of Fringe Benefits on Teachers' Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.894	2	.947	5.818	.003
Within Groups	58.122	357	.163		
Total	60.017	359			

\*\*Significant (p<0.05)

Table 3 shows ANOVA analysis of the response scores among the respondents on the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The F-value of 5.82 for the group is significant, when comparison is done between the p-value and alpha. Since the p-value is less than the alpha level (p<0.05), the null hypothesis of no significant difference is rejected. This means that there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of fringe benefits on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with F (2, 359) = 85.82, p = 0.003.

**H0<sub>2</sub>**: There is no significant difference in the mean response scores among the respondents on the impact of staff development on teachers' job performance in senior secondary schools in Gombi Education Zone,

Adamawa State.

**Table 4: Analysis of Variance (ANOVA) of the Response Scores among the Respondents on the Impact of Staff Development on Teachers’ Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State**

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.677	2	.338	1.127	.325
Within Groups	107.128	357	.300		
Total	107.805	359			

\*\*Not Significant ( $p > 0.05$ )

Table 4 shows ANOVA analysis of the response scores among the respondents on the impact of staff development on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The F-value of 1.13 for the group is not significant, when comparison is done between the p-value and alpha. Since the p-value is greater than the alpha level ( $p > 0.05$ ), the null hypothesis of no significant difference is accepted. This means that there is no significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of staff development on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with  $F(2, 359) = 1.13, p = 0.325$ .

## DISCUSSION

The finding of research question 1 in table 1 reveals that most of the respondents agreed to the impact of fringe benefits on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with a grand mean of 3.07. This finding is in agreement with the studies of Ejiogu (2017); Pushpakumari (2018); Mustafa and Ali (2019) that found that fringe benefits are non-monetary motivators for teachers. Hence, the recognition of fringe benefits, beyond basic salaries, indicates an understanding of the broader spectrum of incentives that can enhance job satisfaction. Benefits such as healthcare, housing, and other non-monetary perks contribute to a supportive work environment, influencing teachers’ overall well-being and, consequently, their job performance. In addition, hypothesis 1 was rejected as there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of fringe benefits on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with  $F(2, 359) = 85.82, p = 0.003$ . The F-statistic of 85.82 and a small p-value of 0.003 strongly suggest that the differences in mean response scores are not due to random chance, emphasizing the significance of these variations in viewpoints among the different stakeholder groups. Thus, the implication of this finding is that it reveals that teachers value non-monetary perks. School management should consider enhancing fringe benefits, such as healthcare, housing, and other non-financial incentives, as part of a comprehensive approach to supporting teacher well-being and job performance.

The finding of research question 2 in table 2 reveals that most of the respondents agreed to the impact of staff development on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with a grand mean of 3.23. This finding is in agreement with the studies of Fadlallah (2015); Valaei and Jiroudi, (2016); Riasat, Aslam and Nisar (2016); Guan and Frenkel (2019) that found that staff development and training are influencers of teachers’ job satisfaction and performance in secondary schools. Hence, the agreement on the impact of staff development highlights the significance of ongoing training and professional development opportunities. Teachers who have access to continuous learning experiences are likely to stay updated with pedagogical advancements, resulting in improved teaching methods and overall job performance. In addition, hypothesis 2 was accepted as there is no significant difference in the mean



response scores among the respondents (teachers, principals and MoE officials) on the impact of staff development on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with  $F(2, 359) = 1.13, p = 0.325$ . The non-significant p-value suggests that teachers, principals, and Ministry of Education officials share similar views on the impact of staff development. This could indicate a consensus among the stakeholders that investing in professional development positively contributes to teachers' job performance. Thus, the implication of this finding is that it recognises the impact of staff development on job performance suggests a need for continuous learning opportunities. Institutions should invest in professional development programs, workshops, and training sessions to keep teachers abreast of the latest pedagogical methods, educational technologies, and subject matter advancements.

## CONCLUSION AND RECOMMENDATION

On the basis of finding of the study it was concluded that fringe benefits and staff development have significant impact on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The interplay of attractive fringe benefits and ongoing staff development opportunities creates an environment that not only motivates teachers but also supports teachers' holistic well-being. However, the study findings also revealed that when teachers did not get their rights; fringe benefits and in-service training to promote their professional standard, this may discourage teachers to work effectively.

Hence, recognizing and addressing these factors is pivotal for educational policymakers, administrators, and stakeholders in Gombi Education Zone. A strategic and holistic approach to enhancing the conditions of service could contribute not only to individual teacher satisfaction, performance and effectiveness but also foster a conducive environment for students' learning in the region. Thus, prioritizing and investing in fringe benefits and staff development will be essential for sustaining a vibrant and effective teaching force in the region. Based on the findings of the study, the following recommendations were made:

1. Beyond financial incentives, educational officers should consider additional perks such as healthcare coverage, housing support, and other non-monetary incentives that contribute to the overall teachers' well-being and job performance.
2. The School Board along with school principals should prioritize and invest in ongoing staff development programs to empower teachers with the latest pedagogical methods, technological advancements, and subject matter expertise to keep abreast of the evolving educational landscape and teachers' job performance.
3. The government and school management should expand and improve fringe benefits for teachers in the state, especially teachers posted to senior secondary schools in Gombi Education Zone.

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