



## **Perception of Stakeholders on Implementation of Conditions of Service of Staff in Public Secondary Schools in North-West States, Nigeria**

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### **Abstract**

The paper examine the conditions of service of staff in public secondary schools in North-West Zone in Nigeria. The research question was stated in line with the objective. The population of the study comprised 1704 principals, 14,590 teachers and 40 Directors of Ministries of Education. The sample of the study comprised 4 states, 130 principals, 1070 teachers and 25 Ministries of Education officials making a total of 1,225 respondents. Questionnaire titled 'Evaluation of Management of Staff Conditions of Service in Public Secondary Schools (EMSCSPSS)' was used to collect data from the field. This was tested at reliability co-efficient of 0.05. Descriptive statistics involving frequency counts, percentages, mean and standard deviation were used to analyze the data, while Analysis of variance (ANOVA) was used to test the Hypothesis. The study found out that the management styles employed in the zone impacted positively on staff conditions of service. However, the study concluded that effective evaluation of the management of public schools is dependent on the above variable. It is noted that there will be no effective running of public schools if this condition is not favorably adhered to. The study, therefore, recommended that government should ensure that the conditions of service of staff in public secondary schools in North-West Zone, Nigeria is of utmost priority.

**Keywords:** Perception, Stakeholders, Implementation, Condition of Service, Staff and Public Schools



## Introduction

The management of public secondary schools in Nigeria is one activity that cannot be left unattended to. This is because the achievement of goals and objectives of education can only be based on it. A properly managed institution will not only stand the test of time but will also produce expected results while a poorly managed institution will bring about catastrophe in the system. It is not an overstatement to say that the specific objectives of secondary education as cited by FGN (2014) in the National Policy on Education in our secondary schools can only be achieved through the application of sound and effective management principles as it affects some fundamentally laid down standards.

The issue of staff conditions of service has been of utmost concern to every stakeholder in the education sector. While staff of secondary schools believed that very little is been done as regard to their welfare and conditions of service laid down are not fully met, education managers and policy makers are daily faced with constraints to meet the demands of staff for better conditions of service. This study on its own, believes that there is wide gap between the conditions of service stipulated on the paper and that of its implementation. Based on this background that this study went all out to find out why this is so and how the situation could be effectively corrected.

In the education sector, the teaching and non-teaching staff, their abilities, knowledge and skills are the key resources. Their management, which requires specialized skills, techniques and procedure, needs to be handled in a way that will lead to achievement of purpose. This can only be done effectively when managers put the interest of conditions of service of these staff at heart. The management of staff conditions of service can also be referred to as Human Resource Management or personnel management which is concerned with the activity of getting people in the workplace to give their best towards the achievement of organizational goal. (Olagboye, 2004). In more specific terms, the staff conditions of service or human resource management is that aspect of the management governing the recruitment, selection, training, promotion, compensation, remuneration and working conditions of people in an organization.

In the same vein, Agboola (2010) noted that teachers working conditions among other things include non-payment of teacher's salaries promptly, delay in giving teachers their allowances and other benefits. He also reported that this has led to teachers' high attrition rate, part – time trading, lack of commitment, absenteeism and indolence on the job. Similarly, Olugbemi (2000) in a study among United Kingdom academic found that pay has a significant relationship to employees' satisfaction. According to Ojedile (2000) motivation of teachers through incentives such as increased salary, transport, medical services, regular and prompt payment of salaries influence commitment to work and improve productivity. However, Fagbamiye (2000) laments that teachers' were dissatisfied with their remuneration and conditions of service.

The existence of both financial reward and recognition has been found to have a significant influence on the knowledge of workers (Arnolds and Bashoff, 2004; Kinnear, 1999; Kinnear and Sutherland, 2000). To them individuals view their remuneration as an indication of their value to the organization. Nel et.al. (2004) added that they compare their inputs to received outputs relevant to that of others. Ojedile (2000) earlier identified the payment of salaries, allowances and promotions as the key factors that sharpen teachers' attitudes towards their work and that irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. In line with the above views, Ayeni (2005) stated that school principals often complained about teachers not willing to work because of delays in payment of their salaries.



**Perception of Stakeholders on Implementation of Conditions ... (Bala, 2021)**

In view of the observations made by researchers mentioned above about poor and irregular paid salaries and unsatisfactory conditions of service of teachers, one wonders whether teachers can derive satisfaction from their jobs. If teachers derive satisfaction from their job, they are likely to have positive attitude towards it. Teachers are the key factors for effective development of education in Nigeria secondary schools. So, unless they are willing to put in their best, it is unlikely that anything good can be expected from the education system. Therefore, there is the need for government to improve teachers' remuneration and conditions of service in Nigeria where teachers suffer from low esteem and poor public image both of which are believed to be a function of one's social status.

With the above researcher views, it is clear that when staffs are not satisfied with their salary structure and other fringe benefits, their commitment to work will reduce and they may leave the job for other lucrative ones. When staffs are not satisfied with their job, it will be very difficult for management to control them because they will not cooperate to achieve the goals of the school. Also Ruhland (2001:58) stated that turnover is costly to any organization, and it is more cost effective to retain teachers than to hire. With all these assertions, the researcher is with the view that understanding the factors associated with teacher turnover and retention is the first crucial step to developing teacher's retention strategies by management if the goals and objectives of our secondary schools will be achieved. Since the entire process of teaching learning transactions depends on the efficiency of the teacher who is in turn able to turn the potentialities of the students into actuality.

Other studies results indicate that financial reward and recognition has been found to have a significant impact on workers. Arnolds and Boshoff (2004), are of the opinion that individuals view their remuneration as an indication of their value to the organization and compare their inputs to receive outputs relevant to that of others. Ojedele (2000) is of the opinion that motivation of teachers through incentives such as increased salary, transport, and medical services, regular and prompt payment of salaries influence commitment to work and improve productivity. The researcher is with the view that the consequence of adequate remuneration on teacher productivity is that teachers and students alike, use time allocated to instruction in a subject judiciously.

In a research study conducted by Mohammed (2002) on "An Assessment of the influence of Secondary School Teachers' conditions of service on their attitude to work in Kaduna State", the study looked at the influence which variable like payment of teachers' salaries, In-service training, promotion prospects, and incentives have on teachers' attitude to work. The population used for this was 4,573 which comprised of officials of the ministry of Education of teachers from secondary schools in the twelve inspectorate division. The statistical analysis was done using frequency chart and one-way analysis of variance.

The result of the study indicated that delay in salary payment and its associated lapses such as inconsistency in payment and its preparations all have negative influence on teachers' attitude to work. Also in-service training, promotion, incentive and good general condition of service for teachers have influence on their performance to work which makes it an important area the management should look into. It was on this regards, the study evaluate the perception of stakeholders on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria



## Perception of Stakeholders on Implementation of Conditions ... (Bala, 2021)

### Objective of the Study

The specific objective is to examine perception of stakeholders on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria.

### Research Question

What is the perception of stakeholders' on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria?

### Hypothesis

There is no difference in stakeholders' perception on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria.

### Methodology

Descriptive survey research design was employed and data are collected using constructed questionnaire. The population of the study comprised seven States in the zone, 1704 public secondary schools, 14,590 teachers and 40 Directors of Ministries of Education. Stratify sample technique was used to determine the sample size of the study from which 4 states were selected, this comprises of 130 principals, 1070 teachers and 25 Ministries of Education officials making a total of 1,225 respondents. Questionnaire titled 'Evaluation of Management of Conditions of Service of Staff in Public Secondary Schools (EMCSSPSS)' was used to collect data from the field. The reliability co-efficient of 0.69 was realized. Descriptive statistics involving frequency counts, percentages, mean and standard deviation were used to analyze the data, while Analysis of variance (ANOVA) was used to test the hypothesis at 0.05 significance.

### Results

#### Research Question 1

What is the perception of stakeholders' on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria?

**Table 1: Opinions of Respondents in Perception of Stakeholders' on Implementation of Condition of Services of Staff in Public Secondary Schools in the North-West Zone, Nigeria**

S/ N	Item statement	Respond ents	Strongly Agreed		Agreed		Disagreed		Strongest Disagreed		Mean	STD. Dev
			F	%	F	%	F	%	F	%		
1.	My school pays salary promptly	Teacher	74	6.9%	791	73.9%	205	19.2%	0	0%	3.970	1.064
		Principal	29	22.3%	91	70.0%	10	7.7%	0	0%	3.6333	1.0662
		MOE	3	12.0%	22	88.0%	0	0%	0	0%	3.5333	1.3558
2	Fringe benefits due teachers in my school are regularly paid	Teacher	76	7.1%	552	51.6%	352	32.9%	90	8.4%	4.044	1.085
		Principal	8	6.2%	60	46.2%	14	10.8%	48	36.9%	3.5333	1.4320
		MOE	2	6.0%	16	64.0%	6	24.0%	1	4.0%	3.5333	1.0601
3	My school management does not deny staff of their promotions whenever they are due, and this makes us to be productive	Teacher	285	26.6%	520	48.6%	107	10.0%	158	14.8%	3.617	.993
		Principal	37	28.5%	55	42.3%	13	10.0%	25	19.2%	3.7333	1.0483
		MOE	5	20.0%	9	36.0%	9	36.0%	2	8.0%	3.7333	.7988
4		Teacher	153	14.3%	458	42.8%	457	42.7%	2	.2%	3.632	1.144



**Perception of Stakeholders on Implementation of Conditions ... (Bala, 2021)**

	My school has staff development programme put in place for their professional growth	Principal	16	12.3%	53	40.8%	61	46.9%	0	0%	3.3000	1.3933
		MOE	3	12.0%	16	64.0%	6	24.0%	0	0%	3.8667	1.5055
5	Every staff has access to staff development programme without prejudice in my school	Teacher	142	13.3%	564	52.7%	261	24.4%	103	9.6%	3.117	1.321
		Principal	22	16.9%	65	50.0%	31	23.8%	12	9.2%	3.2667	1.3629
		MOE	9	36.0%	13	52.0%	3	12.0%	0	0%	3.8667	.7432
6	My school offer teachers the opportunity to attend conferences once a year as part of its developmental programme	Teacher	64	6.0%	750	70.1%	189	17.7%	67	6.3%	2.5333	.9904
		Principal	4	3.1%	96	73.8%	18	13.8%	12	9.2%	3.6029	1.1216
		MOE	1	4.0%	22	88.0%	2	8.0%	0	0%	3.0667	1.2015
7	my school achieves its goals and objectives because the school management plans the school calendar well.	Teacher	210	19.6%	511	47.8%	312	29.2%	37	3.5%	3.117	1.333
		Principal	14	10.8%	37	28.5%	46	35.4%	33	25.4%	3.2333	1.1651
		MOE	2	8.0%	13	52.0%	7	28.0%	3	12.0%	3.2667	1.2228
8	In-service programme are organized for teachers in my school for development	Teacher	105	9.8%	343	32.1%	334	32.1%	288	26.9%	3.602	1.362
		Principal	29	22.3%	52	40.0%	39	30.0%	10	7.7%	3.117	1.321
		MOE	4	16.0%	11	44.0%	9	36.0%	1	4.0%	3.2667	1.3629
9	Teachers in my school are given opportunities to attend workshops and seminars.	Teacher	200	18.7%	504	47.1%	305	28.5%	61	5.1%	3.117	1.321
		Principal	23	17.7%	81	62.3%	20	4.6%	6	4.6%	3.2667	1.3629
		MOE	1	4.0%	19	76.0%	4	16.0%	1	4.0%	3.117	1.321
10	Retired teachers are regularly paid their gratuities and pension as at when due.	Teacher	145	13.6%	719	67.2%	182	17.0%	24	2.2%	3.2667	1.3629
		Principal	22	16.9%	49	37.7%	55	42.3%	4	3.1%	3.117	1.321
		MOE	4	16.0%	17	68.0%	4	16.0%	0	0%	3.2667	1.3629

Table 1, showed the options of respondents on the differences on the extent of the perception of stakeholders' on implementation of condition of service of public secondary schools in the North-West zone of Nigeria. Item one sought to investigate the extent to which the schools in public secondary schools in North-West zone pays salary promptly, responses to that item showed that salary is paid promptly, this is evident in the fact that about 80.8% of the respondents which is comprised of the teachers, principals and officers of the Ministry of Education strongly agreed to this assertion. In item 2, over 80% of the respondents agreed that fringe benefits were promptly paid. In the same manner, item number 3 which sought to verify whether the school management does not deny staff of their promotions whenever they are due, and this makes them to be productive was strongly agreed and agreed with about 75% of the respondents which is comprised of the teachers, principals and members of the Ministry of Education officials. Equally about 799 of the respondents representing 75.2% agreed that their school has staff development programme put in place for their professional growth, every staff have access to staff development programme without prejudice in some schools, which shows that there is relation in the views of the respondents on issues of condition of service of workers.

### Hypothesis Testing

There is no difference in stakeholders' perception on implementation of conditions of service of staff in public secondary schools in North-West States, Nigeria.





**Table 2: Summary of ANOVA Statistics on the Differences in the Perception of Stakeholders' on Implementation of Condition of Service of Public Secondary Schools in the North-West Zone of Nigeria**

Condition of service	Sum Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	57.984	2	28.992	1.792	.167	Retained
Within Groups	19773.362	1222	16.181			
<b>Total</b>	<b>19831.347</b>	<b>1224</b>				

Table 2, revealed the calculated f-ratio value (1.792) at 1222, df 2 and the level of 0.05. The critical value (3.07) is greater than f-ratio value is less than the f-ratio value (1.792) and observed level of significant P (.167) is greater than 0.05. This therefore means that there is no significant difference in the opinions of Teachers, Principals and that of the Officials of Ministry of Education on the conditions of service of staff in public secondary schools in North-West Zone, Nigeria. Therefore, the null hypothesis which states that there is no significant difference in the opinions of Teachers, Principals and that of the Officials of Ministry of Education on the perception of stakeholders' on implementation of condition of service of public secondary schools in the North-West zone of Nigeria is hereby retained.

### Discussions of Findings

The analysis of the data collected for this study provided some insight into the main objective of the study, the perception of stakeholders' on implementation of condition of service of public secondary schools in the North-West zone of Nigeria where responses were analyzed in three sections of this chapter, this section discuss the findings as they conform or disagree with the opinions of some authors as earlier sited in the related literature review. The variable discussed in the study was on perception of stakeholders' on implementation of condition of service of public secondary schools in the North-West zone of Nigeria. The study sought to know the opinion of principals, teachers and officials of Ministry of Education on the staff condition of service in each state of the geopolitical zone. A null hypothesis which was stated in this direction came out in the affirmative which made it to be retained.

The opinion of the majority of the respondents were similar as they agreed that the staff condition of service in their school were not bad. This is to say that the hypothesis generated for this purpose was not only retained but that the government of these states agreed with the finding of Mohammed (2002) who highlighted the serious consequences of poor condition of services for staff on teaching activities in Northwest Zone of Nigeria. The result of the study indicated that delay in salary payment and its associated lapses such as inconsistency in payment and its preparations all have negative influence on teachers' attitude to work. Also in-service training, promotion, incentive and good general condition of service for teachers have influence on their performance to work which makes it an important area the management should look into.

### Conclusion

Based on the findings of the study, the management of public secondary schools is strictly based on the perception of stakeholders' on implementation of condition of service of the workers. Therefore, the conditions of service of staff in public secondary schools in North-West Zone of Nigeria were favourable.



## Recommendation

Based on the outcome of the study, this recommendation was made for the improvement of management of public secondary schools that, government should ensure that the conditions of service of staff in public secondary schools in North-West Zone, Nigeria is of utmost priority.

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