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# INVESTIGATING THE IMPACT OF WORKING CONDITION ON TEACHERS' JOB PERFORMANCE: AN EXPLORATION OF THREE KEY DIMENSIONS

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## ABSTRACT

This study investigated the relationship between three key dimensions of working condition on teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The study adopted a correlational design. Three objectives, three research questions and three hypotheses guided the study. The design for the study was correlational research design. The population of the study comprised all the six thousand eight hundred and ninety-three (6893) teachers in the (289) public senior secondary schools in Rivers State. The sample size of 827 teachers representing 12% of the population was drawn using a purposive sampling technique. The instruments used for data collection, was a questionnaire titled: "Dimensions of Working Condition Questionnaire (DWCQ) and Teachers Job Performance Questionnaire (TJPQ). The questionnaire was structured on a 4-point Likert scaling pattern. The internal consistency of the instrument was established through the use of Pearson Product Moment Correlation (PPMC) with reliability indices of .812 and .852. The research questions were answered using mean and standard deviation (SD) statistics for all the research questions and a criterion mean of 2.50 was used while the null hypotheses were tested at 0.05 level of significance using Pearson product moment correlation (PPMC). The findings showed that the dimensions of working condition variables (staff recognition, promotion, and health services) influences teachers' job performance to a high extent in public senior secondary schools in Rivers State. Test on the hypotheses found significant relationship between the dimensions of working condition and teachers' job performance in public senior secondary schools in Rivers State. The study concluded that the dimensions of working condition have significant effect on teachers' job performance. The study recommended that government should employ staff recognition, promotion and better health care services as means to make teachers to be committed to their work.

**Keywords:** Dimensions, Working Condition, Teachers, Job Performance, Public, Senior Secondary, Schools, Rivers State, Nigeria

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## INTRODUCTION

Alibi (2013) cited in Nwogu and Asim (2016) lamented that since Nigeria accomplished her independence up till date no improvement has been made in public school facilities instead there has been a high level of deterioration in the standard of school facilities available in public secondary schools for students' accommodation and learning. Till date the school environment has not still being improved upon. Learning environment should be safe, well-structured and equipped for students to have a conducive learning place. This environment should be safe, comfortable, accessible, well-ventilated, well illuminated, and visually attractive (Lackney & Picus, 2005). While the culture environment involves the managerial aspect of the job which includes the working rules responsibilities, the interaction of teachers with management, working hours, flexibility, etc.

Teachers' job performance can be said to be the skills, knowledge and competence with which a person carries out duties and responsibilities that are assigned to his or her job description. When employed it's expected that after a period of time, the person who was employed should start showing results and this is displayed in the employees expertise in carrying out tasks that are delegated to him or her and also in how he achieves the set-out goals, to realize the school goals.

When a teacher is recognized and allowed to get involved in decision-making in the school, it encourages and influences the teacher performance positively because he or she feels that sense of belonging. A good teacher is supposed to create an atmosphere that is friendly and ways of teaching students to enable them understand easily what is taught in order to achieve performance. Teachers should know their student's ability, their strengths and their weaknesses and know how to best help them to attain better educational heights.

Motivation is an inner drive that forces teachers to work in a certain way to achieve given set of goals, be it personal or that of their schools. Motivation drives or energizes teachers to attend to educational goals. Okoye (2006) and Nwankwoala (2016) perceived motivation as a process through which school management enables interest and energizes them towards the attainment of educational goals. Motivation unconsciously determines the behaviour of teachers concerning how much effort and level of resistance they allows themselves to give to their jobs in order for education to attain greater heights.

Additionally, the provision of adequate health services for teachers stands pivotal in safeguarding their well-being. A healthy workforce is not only vital for individual teachers but also imperative for sustaining a robust and effective educational system. Access to healthcare services influences absenteeism rates, productivity, and the overall morale of educators, thereby intertwining with their job performance and the quality of education imparted to students.

Therefore, this study aims to investigate deeply into the nexus between these three key dimensions—staff recognition, promotion opportunities, and access to health services, and their collective impact on teacher job performance within public senior secondary schools in Rivers State, Nigeria. By investigating the interplay between the three dimensions, this exploration seeks to unearth actionable insights and strategies that can be employed to enhance working conditions for teachers. Ultimately, these findings aspire to contribute to the cultivation of an environment that nurtures and empowers teachers, consequently fostering improved educational outcomes for students in Rivers State's public senior secondary schools.

## **Statement of the Problem**

In the context of public senior secondary schools in Rivers State, Nigeria, the relationship between working conditions and teacher job performance is a critical area that requires comprehensive exploration. While previous research have acknowledged the significance of working conditions on teacher effectiveness, there remains a lack of in-depth understanding regarding the specific dimensions of working conditions, including staff recognition, staff promotion, and access to health services, and their respective impacts on teacher job performance within this particular setting.

The existing literature offers limited empirical evidence on the intricate interplay between these dimensions of working conditions and teacher job performance, particularly within the unique socio-economic and educational landscape of Rivers State. As such, a significant gap exists in the current understanding of how factors such as staff recognition, staff promotion, and the availability of health services influence the motivation, satisfaction, and overall effectiveness of teachers in public senior secondary schools in this region.

This knowledge gap hinders the development of targeted strategies and interventions aimed at improving the working environment for teachers and, consequently, enhancing educational outcomes. By thoroughly investigating the specific relationships between these dimensions of working conditions and teacher job performance, this study seeks to provide valuable insights that can inform evidence-based policies and practices, ultimately contributing to the advancement of the educational system in Rivers State. Moreover, the findings of this study are anticipated to offer practical recommendations for school administrators, educational policymakers, and other stakeholders, guiding them in the formulation and implementation of initiatives designed to optimize working conditions and support the professional growth and well-being of teachers, thus fostering an environment conducive to improved student learning and academic achievement.

## **Aim and Objectives of the Study**

The aim of the study is to investigate the relationship between three key dimensions of working condition on teachers' job performance in public senior secondary schools in Rivers State, Nigeria. Specifically, the objectives of the study sought to:

- Determine the extent staff recognition influence teachers' job performance in public senior secondary school in Rivers State.
- Examine the extent promotion influence teacher's job performance in public senior secondary schools in Rivers State.
- Investigate the extent health services influence teachers job performance in public senior secondary school in Rivers state.

## **Research Questions**

The following research questions guided the study:

- To what extent do staff recognition influence teachers' job performance in public senior secondary schools in Rivers State?

- To what extent do staff promotion influence teachers' job performance in public senior secondary schools in Rivers State?
- To what extent do health services influence teachers' job performance in public senior secondary schools in Rivers State?

## **Hypotheses**

The following null hypotheses further guided the study and were tested at 0.05 level of significance:

- There is no significant relationship between staff recognition and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between staff promotion and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between health services and teachers' job performance in public senior secondary schools in Rivers State.

## **CONCEPTUALIZATION**

### **The Concept of Teachers Job Performance**

Teachers are individuals that are trained to educate, mold the character of their learners and society, train others in skills that can benefit them and their environment. Ololube (2015) asserted that a teacher is an individual, who molds the character of children or youths, transmit knowledge, disseminate information, appraise or administer the school environment and facilitate effective teaching and learning process. Ololube (2012) opined that teachers are personnel's that are trained in specific areas for the main reason of impacting or transferring the knowledge that is acquired to their learners. The teacher inculcates good moral values in the lives of their students, and it is said that a teacher's primary job is to educate and transfer positive knowledge and acquired skills to his students. Emeh in Odinga (2014) posited that a teacher is one who is very intelligent, organised, dynamic and is equal to challenges and demands assigned to them. A teacher is always at the center of every educational system and every activity that has to do with students depends greatly on a teacher.

Ololube (2011) posited that a teacher is perceived to be an individual or person, whose business or job is to students especially in a school setting, which means that for a person to be a teacher he or she has to be educated and properly trained to enable them fit into the role. Agabi et al. (2013) in Nwankwoala (2021) proposed that a good teacher is supposed to possess two major qualities which are "professional efficiency" and "positive personality traits". In the aspect of professional efficiency, they believe that a teacher should have undergone professional training and skills that are relevant to the level of education at which they are employed to teach and also possess skills on ways to best deliver effectively what they wish to teach. A good teacher should be happy of assignments, since this will help them have experience and help them grow.

Nwankwoala (2021) further explained that the positive personality traits that should be present in teachers should include teachers possessing good morals and be able to conduct their self in a manner that students will like to emulate. Teachers should be able to control their emotions when performing their duties, they should be able to separate their personal problems from their professional problems when carrying out their duties, they are not allowed to transfer

their personal aggressions on their students thereby using abusive words on their learners. Teachers should possess good leadership qualities to enable them lead their students' right and should be suitable to enable their student be able to confide in them, and should always communicate clearly what is being taught in order for them not to confuse their learners.

Teachers' job performance can be defined as the actions they perform in schools in order to achieve educational goals (Hwang et al., 2017). Mekonnen (2014) posited that every teacher's performance can be highly improved upon, if they are motivated. Since this will influence a teacher's performance in carrying out their duties to automatically reach a high level of performance. Activities that are performed by teacher are executed by them in a defined school setting, in their ability to actualize desired improvement on students; it also includes teacher's overall participation in the administration of school objectives, in order to achieve expected school goals and objectives. Vikoo (2003) explained that teachers are masters in their specialized teaching "subject matter", they also have the knowledge of different methods of teaching that subjects effectively and for a clearer understanding to their learners. At the beginning of every term, the teachers sets out goals that they wish to achieve by the end of that term, and then maps out strategies in which they can achieve this goals having the curriculum as a guide and making sure that the students assigned to classes are well-developed.

The teachers, given their professional skills in assisting the principal run the school effectively and also assume the role of a parent in class and that of a counsellor in order to achieve their set out goals. When teachers are well-grounded in their subject area, they have the ability to stir the imagination of their students in a very creative way. Teachers' ability to be current with everything that concerns the development of their job makes them have upper hand over their non-professional counterparts (Achuonye & Ajoku, 2003).

### **Staff Recognition and Teachers Job Performance**

Staff recognition refers to formal recognition of a staff input/effort into their work or given assignment. Caligiuri et al. (2010) defined staff recognition as the acknowledgement, appreciation or approval of a positive accomplishment or behaviour of an individual. Simply put staff recognition is the acknowledgement of a workers outstanding performance. In life every individual appreciates gratitude no matter how little, a person wants to be recognized if their effort to work is positive both from management and also from fellow colleagues and in turn the individual becomes energized, motivated to go more extra miles to achieve success. Staff recognition is the act of publicly acknowledging a teacher or group of teachers for who they are and what they do. Staff recognition and appreciation is an important factor in driving workplace engagement, productivity, and employee retention. When staff efforts are recognized and appreciated, it leads to workers recognizing each other efforts and this makes workplace feel more complete and human.

The goal of staff recognition in workplace is to energize, motivate, reinforce positive behaviours, practices, or activities that can simulate better performance in teachers. It also boosts staff confidence knowing that their effort is noticed and valued, the feeling brings with it a sense of belonging, and enhances loyalty and help retention rate in teachers. Staff recognition is a way of publicly acknowledging and appreciating the good effort put in by a teacher or group of teachers to their duties. This most times is carried out or accomplished by offering positive feedback, offering awards, putting the teachers picture as best teacher for the month or year at the entrance of the school, or giving them a letter of appreciation (Cole, 2002).

For secondary schools to perform their activities excellently, their teachers must be rightly managed so that they can contribute positively to the educational goals. Teachers are very important human resource in the education sector; they can be of great advantage to education, if effectively motivated with the choice of proper recognition technique. Staff- recognition is done in public senior secondary schools in order to motivate and appreciate teachers. It also makes teachers more committed to their jobs and makes them perform efficiently. When employees feel valued, they are more engaged, motivated, and likely to go the extra mile for their organization. Thus, if school leaders want to drive their teachers to success, they need to prioritize teachers-recognition (Natalie, 2022).

Teachers-recognition has been identified to be a strong motivational tool that enriches their energies towards the accomplishment of educational goals and objectives (Imran et al. 2014). Teachers-recognition has to do with formal or informal acknowledgement of their contribution and efforts towards the achievement of the educational goals. Nyakundi et al. (2012) stated that the aim of teachers-recognition was to allow individuals to know and understand that their work was valued and appreciated, and that besides, it provided a sense of ownership and belongingness, improved morale, enhancement of loyalty and increase in teachers-retention rate. According to Maritz Whitepaper (2011), recognition includes a variety of practices and experiences that expand and enrich capabilities.

Andrews (2011) reported that recognition was a very rewarding experience for an excellent classroom teacher and their students and it offered hope for meaningful recognition to the other teachers working to improve student-learning outcomes. It also brings pride and support from the teachers, students, administrators, governing board and the general public.

### **Promotion and Teachers job performance**

Job promotion is simply the advancement of teacher's rank or position in school hierarchy system. Promotion is the movement of teachers from one job position to another that has an elevated job title, elevated level job responsibilities, elevated salary range, improved fringe benefits, more privileges and is associated with higher skills or experience. Promotion must necessarily entail an upward direction in organizational hierarchy from one level of lesser rank to another of higher rank. However, it must be noted while promotion comes with increase in responsibilities and pay, not every increase responsibility and pay is necessary promotion (Ololube, 2019).

Wong (2010) asserted that teacher promotion is an important issue particularly because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their masters.

The importance of promotion in the work place cannot be over emphasized. Promotions provide opportunities for personnel growth, increased responsibility, and increased social status (Robbins & Moore, 2013). Teacher's promotion enhances the goal of education, and when teachers a promotion ladder on the basis of their seniority and resultantly, they get increased wages. Teachers are more committed to their jobs when they believe that promotion is on the way, they work to adhere to the promotion from within the policy framework.

Generally, teachers often feel satisfied with these incentives and they are stimulated to perform better in their job. They are motivated to increase their knowledge or skill and to gear for higher levels. Hence, promotions can increase teachers' loyalty to the organization and reduce intention to change careers at lower level (Gaertner & Nollen, as cited Boamah, 2014). As

observed by many scholars, staff promotion is a way of motivating workers and convincing them that their performance is recognized by the management. When teachers are given formal promotions, their performance is reinforced (Movsessian, 2018).

### **Health Services and Teachers Job Performance**

Health and safety of teachers are issues that have always been subject of public debate worldwide; even so that it has a legal law backing it. Armstrong (2009) asserted that health policies and programmes are that which is concerned with protecting employees, and other people affected by what company or the organization produces or does against the hazards arising from their employment or their links with the company or organization. According to Armstrong, although safety programmes deal with the prevention of accident and minimizing the resulting loss and damage to people and property is also concerned with workers health. Safety programs relate more to systems of work than the working environment, but both health and safety programmes are concerned with protection against hazards, and their aims and methods are clearly inter-linked.

Wang and Ng (2010) noted that teachers based on commitment, job stress, mental health and achievement motivation concluded that mental health is another important factor affecting the work performance of teachers. It is usually believed that the better the teachers' mental health, the higher the work level and efficiency. The scholar concluded by reporting that mental health has a positive influence on job performance of teachers. Cole (2002) and Bateman and Snell (2009) laid emphasis on the legislative aspects of health policies, and opined that work place health services are important and must be pursued by employers.

School health services should be implemented in public senior secondary schools in Rivers State in order to have better performance of teachers. Armstrong cited in Nicholas et al. (2013) argued that medical services aimed at providing help to employees who got absent from work for long periods because of illness-related issues and also aimed at speeding up the return of employee to work. A teacher with poor health and well-being, experiencing high levels of stress or who is ill at work will not perform to the best of their ability (Akongai, 2021). Therefore, a sick teacher at work may find it difficult to manage students' behaviours which will lead to disruption during teaching-learning process. This means that when the teacher is healthy, it would result to improved student-educational outcomes. Effective school health services facilitate early detection and diagnosis with prompt intervention in order to prevent mortality and reduce morbidity (Kuponiyi, et al, 2016; Chimseu, 2019).

### **METHODS**

The study adopted a correlational research design. This design is aimed at describing the relationship between the three key dimensions of working condition and teachers' job performance. The purpose is basically to determine the extent of relationship between the three key dimension working condition like staff recognition, promotion, health and safety, and teachers job performance.

The population of the study comprised all the six thousand eight hundred and ninety-three (6893) teachers in the (289) public senior secondary schools in Rivers State. The sample size for this study was 827 teachers (eight hundred and twenty-seven teachers) representing 12% of the total population of teachers in senior secondary school in Rivers State. A purposive

sampling technique was employed in selecting the schools from which teachers were used for the study.

The research instrument used for the data collection in this study was a scaled instrument of fifteen (15) items, the instrument are self-structured questionnaire tagged “Dimensions of Working Condition Questionnaire (DWCQ) and Teachers Job Performance Questionnaire (TJPQ) has ten (10) items. All questions were structured based on a four-point Likert scale with numerical values assigned as follows: Very High Extent (VHE) = 4points; High Extent (HE) = 3; Low Extent (LE) = 2; Very Low Extent (VLE) = 1.

To ascertain the validity of the instrument, the researcher gave the instrument to three experts from the Department of Educational Management in Ignatius Ajuru University of Education (IAUE). In order to ensure the consistency of the instrument, the test-retest method was used to measure for its stability. The two sets of scores obtained were correlated, using Pearson Product Moment Correlation (PPMC) and a reliability coefficient of .812 and .852 was obtained thereby guaranteeing the reliability of the instrument. 827 copies of the instrument distributed, 689 were correctly filled and returned which represented approximately 83% return rate of the instrument distributed and this was what was used for data analysis.

Data collected for the study was analyzed using Mean ( $\bar{x}$ ) and standard deviation (SD) statistics to answer the research questions and a criterion mean of 2.50 was used as the cut-off mean. Any mean below 2.5 was considered to be a low extent, while from 2.5 and above was considered to be high extent), while hypotheses were tested using Pearson product moment correlation set at .05 level of significance.

## RESULTS

**Research Question 1:** To what extent do staff-recognition influence teachers’ job performance?

Table 1: Descriptive statistics on Mean and Standard deviation on the influence of staff-recognition on teachers’ job performance in public senior secondary schools in Rivers State

S/N	Items	Mean	SD	Remark
1	Staff-recognition motivates teachers to be more committed to their job.	3.1611	.67246	High extent
2	Staff-recognition enriches teachers’ energies towards the accomplishment of educational goals and objectives.	3.1553	.68240	High extent
3	Staff-recognition offers hope of meaningful recognition to the other teachers working to improve student-learning outcome.	3.1640	.67392	High extent
4	Staff-recognition creates greater employee-satisfaction and enjoyment of work.	3.1611	.67462	High extent
5	When teachers feel valued, they are more engaged.	3.3135	.64507	High extent
	Total	15.955	3.3484	
	<b>Grand mean and SD</b>	<b>3.1910</b>	<b>.66969</b>	<b>High Extent</b>

Table 1 shows that the mean and standard deviation on how staff recognition influences teachers job performance was (M=3.191, SD=0.66969), the highest responds was on staff-recognition offers hope of meaningful recognition to the other teachers working to improve student-learning outcome (M=3.1640, SD=0.6732), followed by staff-recognition motivates teachers to be more committed to their job (M=3.1611, SD=0.67246), then staff-recognition creates greater employee-satisfaction and enjoyment of work (M=3.1611SD=0.67246), then staff-recognition



offers hope of meaningful recognition to the other teachers working to improve student-learning outcome by staff-recognition enriches teachers' energies towards the accomplishment of educational goals and objectives (M=3.15153, SD=0.68240), When teachers feel valued, they are more engaged last (M=3.3135, SD=0.64507). This indicates that items 1-5 means are above the criterion mean of 2.5 showing that staff-recognition has a great influence on teachers' job performance.

**Research Question 2:** To what extent do promotion influence teachers' job performance?

Table 2: Descriptive statistics on mean and standard deviation on the influence of promotion on teachers' job performance in public senior secondary schools in Rivers State

S/N	Items	Mean	SD	Remark
6	Promotion ensures a better utilization of teachers' skills and knowledge within the school.	3.1611	.67246	High extent
7	Promotion as at when due motivates teachers job performance.	3.1611	.67246	High extent
8	Promotion is an important reward tool makes teachers strive to meet standards set by their employers.	3.3193	.63994	High extent
9	Promotion provides opportunities for personal growth, increased responsibility and improved social status.	3.1611	.67246	High extent
10	Promotion increases teachers' loyalty.	3.1553	.68240	High extent
	Total	15.9579	3.19158	
<b>Grand mean and SD</b>		<b>3.3397</b>	<b>.66794</b>	<b>High Extent</b>

**Research Question 3:** To what extent do health service influence teachers' job performance?

Table 3: Descriptive statistics on Mean and Standard deviation on the influence of health service on teachers' job performance in public senior secondary schools in Rivers State

S/N	Items	Mean	SD	Remark
11	Health service provides a platform for academic staff satisfactory job- performance.	3.1582	.67315	High extent
12	Provision of health services to teachers is a source of earning and satisfaction which are likely to increase their performance.	3.1597	.67389	High extent
13	Effective school health services facilitate early detection and diagnosis with prompt intervention in order to prevent mortality and reduce morbidity of teachers.	3.1509	.68656	High extent
14	The absence of health services causes dissatisfaction, hence diminishing job- performance by teachers.	3.1597	.67389	High extent
15	A sick teacher at work may find it difficult to manage students' behaviours which will lead to disruption during teaching-learning process	3.1567	.68100	High extent
	Total	15.7852	3.38849	
<b>Grand mean and SD</b>		<b>3.1570</b>	<b>.67769</b>	<b>High Extent</b>

Table 2 revealed that the mean and standard deviation on how promotion influences teachers job performance was (M=3.3397, SD=0.66764), the key promotion factor that influences teachers the most is that, Promotion is an important reward tool makes teachers strive to meet standards set by their employers (M=3.3193, SD= 0.63994), followed by promotion ensures a better utilization of teachers' skills and knowledge within the school (M= 3.1611,SD=0.67246), then

promotion as at when due motivates teachers (M=3.1611, SD=0.67246), then promotion provides opportunities for personal growth, increased responsibility and improved social status (M=3.1611,SD=0.67246), The least is promotion increases teachers' loyalty (M=3.1553, SD=0.68240). All the items were accepted to a high extent by the respondents since the mean are greater than the criterion mean of 2.50 and with a grand mean of 3.3397 it indicates that the respondents responded to a high extent to all items (6-10) showing that they accepted that promotion enhances or influences teachers job performance in public senior secondary schools in Rivers State.

Table 3 shows that the mean and standard deviation on how health service influences teachers job performance was (M=3.1570; SD=0.67769). Health service provides a platform for academic staff satisfactory job- performance was (M=3.1582; SD=0.67315), provision of health services to teachers is a source of earning and satisfaction which are likely to increase their performance was (M=3.1597; SD=0.67389), effective school health services facilitate early detection and diagnosis with prompt intervention in order to prevent mortality and reduce morbidity of teachers was (M=3.1509; SD=0.68656), the absence of health services causes dissatisfaction, hence diminishing job- performance by teachers was (M=3.15597; SD=0.67389), a sick teacher at work may find it difficult to manage students' behaviours which will lead to disruption during teaching–learning process was (M=3.1567; SD= 0.68100) items 11-15 have grand mean of 3.1570 and SD of .67769 which indicate that to a very high extent, health service influences teachers' job performance.

### Test of Hypotheses

**Null Hypothesis One (Ho<sub>1</sub>):** There is no significant relationship between staff-recognition and teachers' job-performance in public senior secondary schools in Rivers State.

Table 4: Summary of Pearson correlation coefficient analysis on the relationship between staff recognition and teachers' performance in public senior secondary schools in Rivers State

		Staff recognition	Job performance
Staff recognition	Pearson correlation	1	.973**
	Sig. (2-tailed)		.000
	N	689	689
Job performance	Pearson correlation	.973**	1
	Sig. (2-tailed)	.000	
	N	689	689

Table 4 revealed a positive relationship between staff recognition as a working condition and teachers job performance in public senior secondary school in Rivers State as determined by the correlation coefficient of (r=0.980<sup>1</sup>) and a sig. (2-tailed) p-value of (0.000) which is less than 0.05, based on that the null hypothesis was rejected. The result shows that the p-value is less than the significant level of .05 which indicates that the null hypothesis was rejected. Therefore, there is a significant relationship between staff-recognition and teachers' performance in public senior secondary schools in Rivers State.

**Null Hypothesis Two (Ho<sub>2</sub>):** There is no significant relationship between promotion and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: Summary of Pearson correlation coefficient analysis on the relationship between promotion and teachers' job performance in public senior secondary schools in Rivers State

		Promotion	Job performance
Promotion	Pearson correlation	1	.987**
	Sig. (2-tailed)		.000
	N	689	689
Job performance	Pearson correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	689	689

Table 5 discovered a positive relationship between promotion as a working condition and teachers job performance in public senior secondary school in Rivers State as determined by the correlation coefficient of (r=0.973) and a sig. (2-tailed) p-value of (0.000) which is less than 0.05, and N (689) which indicates number of respondents that was used in the correlation, based on that the null hypothesis was rejected. Therefore, there is a significant relationship between staff recognition and teachers job performance in senior secondary schools in Rivers State.

**Null Hypothesis Three (Ho<sub>3</sub>):** There is no significant relationship between health services and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Summary of Pearson correlation coefficient analysis on the relationship between health service and teachers' job performance in public senior secondary schools in Rivers State

		Promotion	Job performance
Promotion	Pearson correlation	1	.982**
	Sig. (2-tailed)		.000
	N	689	689
Job performance	Pearson correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	689	689

Table 6 shows a positive relationship between health service as a working condition and teachers job performance in public senior secondary school in Rivers State as determined by the correlation coefficient of (r=0.987) and a sig. (2-tailed) p-value of (.000) which is less than 0.05, and N (689) which indicates number of respondents that was used in the correlation. Based on that the null hypothesis was rejected. Therefore, there is a significant relationship between health service and teachers job performance in senior secondary schools in Rivers States.

## DISCUSSION

The result of the findings on the influence of staff recognition on teachers job performance in public senior secondary schools in Rivers state, showed that staff recognition influences significantly the job performance of teachers in public school system. A critical look at the tables showed that provision of staff recognition reward packages, motivates teachers to be more

committed to their duties, creates employee satisfaction and joy enrichment. this finding was consistent with the findings of Andrew (2014) who posited that commitment of employees was based on reward and recognition. Hypothesis one revealed the p-values were all less than the significant level of .05 which indicates that the null hypothesis was rejected. Therefore, there is a significant relationship between staff-recognition and teachers' performance in public senior secondary schools in Rivers State.

The result of the study on the influence of promotion on teachers' job performance in public senior secondary schools in Rivers state, showed that promotion influenced significantly the job performance of teachers. From the analysis of data on table 2 showed that promotion motivates teachers to do work. Hypothesis two also showed that the p-values were less than the significant level of .05. This means that the null hypothesis was rejected, indicating that there was a significant relationship between promotion and teachers' performance in public senior secondary schools in Rivers State. This study is in agreement with Movsessian (2018) who observed that when employees were given formal promotions or opportunities to oversee projects, their performance was reinforced.

The result of the study on the influence of health services on teachers job performance in public senior secondary schools in Rivers state showed that health service care have a great influence on the job performance of teachers. Hypothesis three revealed that the p-values were less than .05 significant level, indicating that there was a significant relationship between health service and teachers' performance in public senior secondary schools in Rivers State. Therefore, the null hypothesis was rejected. It further revealed that the absence of health services caused dissatisfaction, hence diminishing job-performance of teachers. Health services provide a platform for teachers' satisfactory job-performance.

## **CONCLUSION**

The study investigated the impact of three key dimensions of working condition on teachers' job performance in public senior secondary schools in Rivers state. Based on the results, the dimensions of working conditions have a statistically significant relationship with teachers' job performance in public senior secondary schools in Rivers State. Specifically, the study concluded that based on the result of the findings, there was a statistically significant relationship between staff recognition and teachers' job performance in public senior secondary schools in Rivers State. There was a statistically significant relationship between promotion and teachers' job performance in public senior secondary schools in Rivers State. There was a statistically significant relationship between health service and teachers' job performance in public senior secondary schools in Rivers State.

## **Recommendations**

Based on the finding of the study, the following recommendations were made:

- Principals should employ strategies that will report the progress of teachers that will enable teacher get promoted as at when due and when necessary.
- Government should provide appropriate health services as part of staff benefit, to influence teachers to perform better.

- The government and school principal should formulate a clear policy on teachers' recognition to increase teachers' effort in carrying out their task.

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