

**RELATIONSHIP BETWEEN TEACHERS' WORK CONDITIONS AND
THEIR EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS
IN NASARAWA STATE, NIGERIA**

BY

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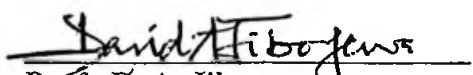
DECLARATION

I hereby declare that this dissertation has been written by me and it is a report of my research, and to the best of my knowledge, it has not been presented in any previous applications for Masters in Education Degree. All quotations are indicated and sources of information specifically acknowledged by means of references.

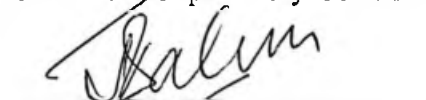
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CERTIFICATION

The Dissertation "Relationship Between Teachers' Work Conditions And Their Effectiveness in Public Senior Secondary Schools of Nasarawa State, Nigeria" meets the regulation governing the award of Master's Degree in Educational Administration and Planning, Faculty of Education, Nasarawa State University Keffi.


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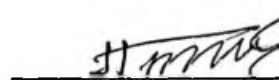
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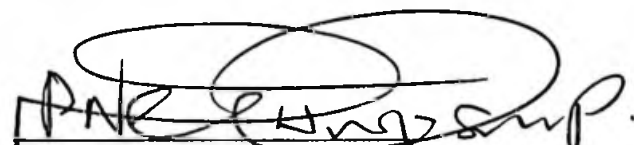
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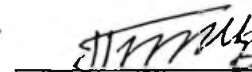
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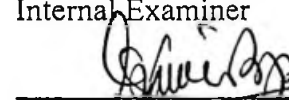
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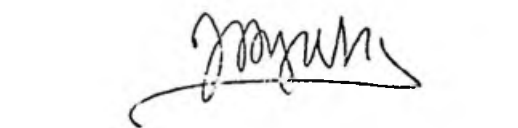
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DEDICATION

This dissertation is dedicated to Almighty God for keeping me alive and giving me the grace to undertake this study successfully.

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ABSTRACT

The study examined working Teachers working Conditions and their Effectiveness in Public Secondary School Nasarawa State Nigeria. The study was guided by three objectives with corresponding three research questions and three null hypotheses. The research design used for this study was cross-sectional survey research design. The total population of the study consisted of 5,352 teachers drawn from all the public senior secondary schools in the 13 Local Government Areas of Nasarawa State. The sample size of this study consisted of 567 respondents drawn from 28 public senior secondary schools across the selected 6 Local Government Areas in Nasarawa State using stratified random sampling technique. Self-developed instrument called Teachers' Questionnaire on Working Conditions and Teacher Effectiveness in Nasarawa State Public Secondary Schools (TQWCTENSSS) was used for data collection. The instrument was subjected to experts' judgment for validation and it yielded 0.85 as logical validity index. The instrument was pilot tested on 20 teachers and the coefficient of internal consistency of 0.72 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while the hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance. The major findings of the study from the hypotheses testing revealed that there is a significant relationship between working conditions and teacher effectiveness in Nasarawa State Public secondary schools, there is a significant relationship between teacher professional development and teacher effectiveness in Nasarawa State Public secondary schools and there is a significant relationship between Teachers salary structure and teacher effectiveness in Nasarawa State Public secondary schools. The study made three recommendations based on the findings among the recommendations is that the Nasarawa State government need to adhere strictly by providing teachers with adequate working conditions as spelt out by Teachers' Registration Council of Nigeria (TRCN) to enable them to be more committed, dedicated and become effective in performing their jobs.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The attainment of one's educational and career path depends primarily on teachers. On a national level, the Nigerian educational policy whether the implicitly stated personal vision or explicitly expressed national development goal is built on the foundations of trained teachers delivering quality practical universal concepts, applicable skills, and sound principles to learners (FGN, 2013). Teachers play an important role in a country's growth, and the quality of teaching in a country is a good measure of the level of growth and development of the country. The scope of what constitutes a teacher's role is broad. Teachers are majorly involved in teaching, training, assessment of tasks and the provision of instructional guidance as well as in the promotion and exposition of scientific and non-scientific knowledge. Given the heterogeneous, yet significant nature of the role of teacher's in a nation, it is expedient that resources as well as favorable work conditions, must be made available to teachers if stated goals and policies are to be carried out effectively. The work conditions could be shaped by the interplay between the physical characteristics of the school, the rules, and lines of authority governing the activities of teachers, the social, cultural, political, psychological and educational aspects of the working environment. In other words, the term "work conditions" refers to factors such as teaching assignments, class size, professional development, the leadership style of the principal and available teaching materials that determine what it means to teach in a specific school (Ladd, 2011).

Johnson (2016) asserted that teachers' work conditions have certain features such as teacher decision-making power and autonomy, principal managerial behavior, class size, development and promotion opportunities for professional growth. Conditions and circumstances of teaching also seem to influence the feelings of teachers, their sense of self-efficacy and their determination to stay in the education sector.

For a school to be successful in attaining its objectives, much attention must be given to the strategies that will aim at shaping and improving Conditions of jobs for teachers. This is particularly true if changes are to be made in the school's transformation, which has to adjust work conditions rapidly to create the condition for transformation. job advancement and effectiveness among teaching professionals in secondary school.

Human capital refers to the skills and knowledge that members of a school possess and can be utilized in the realization of the goals of a school has gained much attention as a crucial resource in the effort to improve schools' effectiveness (Cosner, 2011). Teachers are the primary tool for schools to produce intended results. There are ample policies to develop human resources that include training criteria for the establishment of a standard for teaching skills and expertise, and financial incentives to recruit teachers with different credentials and to retain them. Teachers are undoubtedly the most important resource for a school to operate successfully and effectively. Several school resources interact such that the productivity or development of one resource may depend on the availability of another resource. For example, in a study of schools facing accountability problems, Akpallah (2016) noted that poor discretionary funds (fiscal capital) limited the opportunity to develop teachers toward job effectiveness. Just as the capacity of a school to become more productive is determined in part by available resources, the capacity of teachers in the

school to be more effective may also be determined by available resources. Teachers may be more or less effective as a function of school work conditions that translate human capital into productive instructional practice.

FGN (2013) maintained that all teachers in schools must be trained properly and teacher training programs designed to provide teachers with the necessary resources to carry out their tasks effectively. The FGN (2013) listed efforts needed to improve teachers and quality of education throughout all stages. The efforts range from appointment and retention of teachers and heads of education institutions with academic and technical qualifications to the establishment of a consistent national structure for teacher development and standards of vocational education at various stages involving training; completion of induction and vocational accomplishment. It also includes improving and regulating the professional development of teachers across a wide range of programs, better service conditions and opportunities for teacher motivation, setting the criteria for the technical preparation of new teachers for students and updating teaching Curricula

Teachers' Registration Council of Nigeria (TRCN, 2015) pointed out teacher work conditions to include Job Security, Teachers Salary Structure (TSS), Ethical Rejuvenation in the Profession, Higher Status of Teachers in Nigeria, Fulfillment of Legal Professional Requirements, Professional Identity, Standard of Entry and Professional Development.

According to Section 6(1)-(3) of the TRCN Act the requirements for a teacher's registration comprises qualifying for the council examination and meeting up other stated practical teaching requirements of the council. Above all, any qualification must be certified by the council and from institutions and countries that share mutual respect and learning standards

for teachers which the Council prescribes under this Act. intended teachers must be of good character, up to twenty-one years old and have no criminal record.

Rice (2009) pointed out that professional development is necessary for promoting job effectiveness among teachers. Such professional development entails learning from one another through collaboration, time management of priorities, and commonalities. Collegial encouragement and coordination will encourage greater engagement, productivity, and performance of teachers. As Cosner (2011) has pointed out, if teachers have exposure to more qualified teachers who are willing to assist them, they will improve their effectiveness by drawing on the experiences and guidance to colleagues. Several studies have examined to what extent school environments are promoting professional development. Based on the theory of social capital, Rinke and Valli (2010) argue that teachers require each other's assistance in carrying out the daily routines of school activities.

Good interactions between teachers may improve teaching by sharing successful strategies and joint problem-solving. Corcoran, (2010) indicated that the cooperation of teachers is an important positive indicator of the effectiveness of teachers in the education system. The degree to which teachers have enough time to work together may also limit the degree to which teachers learn from each other. Unfortunately, school social systems continue to restrict opportunities for teachers to work together; teachers spend a lot of the day in isolation from their colleagues (Atteberry, 2011). Teaching effectiveness can be understood by examining models of teaching that embody and explain what effective teachers know and do. This includes a collection of practices that effective teachers integrate into their day-to-day professional practice, a deep understanding of the subject

matter, learning philosophy and student differences, preparation, classroom teaching techniques, knowledge of the subject matter. They also included the capacity of teachers to observe, interact and continue professional growth to facilitate teaching and learning activities in schools.

In measuring effective leadership Kajo (2011) expresses that it should contain the metrics of clarity about educational objectives; knowledge of the content of curricula and teaching strategies; informing students of expectations; use of existing educational materials to devote more time; practices time must enhance and clarify content; knowledge about their students; and adapting teaching to own objectives.

The issue of delay or none payment of teachers' salaries and allowances may lead to low teachers' morale with corresponding poor teaching and temptation to leave teaching jobs with ease for greener pastures. However, when salaries of teachers are promptly paid, they would be motivated towards effective job performance. The study described the influence of work conditions spelled out by TRCN (2015) such as professional development, teachers' salary structure and job security on teacher effectiveness in public senior secondary schools in Nasarawa State were examined in this study.

Statement of the Problem

Although teaching is a noble profession, the work conditions experienced by teachers in public senior secondary schools' system in Nasarawa State is alarming. These work conditions experienced in terms of inadequate office space, congested classrooms, inadequate physical facilities, irregular payment of salaries and poor welfare package. The above problems have resulted in teachers' attrition in public senior secondary schools in

Nasarawa State. The high rate of attrition among teachers in the state may be attributed to the negative response by teachers to the nature of their poor work conditions. Teachers who remain in the teaching profession in most cases are waiting to secure a “greener pasture.” As a result, some teachers may work half-heartedly with less sense of commitment to their work while waiting to secure a well-paid job. Such teachers cannot be effective in performing their teaching responsibilities.

When teachers develop negative attitudes towards their job because of the unfavorable conditions of their service, it may hinder their efforts to undertake effective teaching. It is on this premise that the researcher examined teachers’ work conditions and their effectiveness in public senior secondary schools in Nasarawa State.

Research Questions

The following research questions were formulated for this study:

1. What is the nature of the work conditions of teachers in senior public senior secondary schools in Nasarawa State in terms of professional development, teachers’ salary structure and job security?
2. What is the nature of teacher effectiveness in senior public senior secondary schools in Nasarawa State in terms of curriculum implementation, control of students’ behavior, regular preparation of lesson notes and use of instructional materials?
3. What is the relationship between teacher conditions and teacher effectiveness in senior public senior secondary schools in Nasarawa State?

1.4 Objectives of the Study

The purpose of this study was to determine teachers' work conditions and their effectiveness in senior public senior secondary schools in Nasarawa State. In specific terms, the objectives of the study are to determine the:

1. Nature of work conditions in senior public senior secondary schools in Nasarawa State in terms of professional development, teachers' salary structure and job security
2. teachers' effectiveness in public senior secondary schools in Nasarawa State in terms of curriculum implementation, control of students' behavior, regular preparation of lesson notes and expert use of instructional materials.
3. determine the relationship between work conditions and teachers' effectiveness in senior public senior secondary schools in Nasarawa State.

1.5 Statement of Hypotheses

The following hypotheses were generated and tested at the significance level of 0.05:

H₀₁. There is no significant relationship between work conditions and teachers' effectiveness in senior public senior secondary schools in Nasarawa State.

H₀₂. A significant relationship does not exist between teachers' professional development and teacher effectiveness in senior public senior secondary schools in Nasarawa State.

H₀₃. Teachers' salary structure does not have a significant relationship with teachers' effectiveness in senior public senior secondary schools in Nasarawa State.

1.6 Significance of the Study

This study will be of benefit to stakeholders such as the Teachers Service Commission, principals, student, State's Ministry of Education and fellow researchers.

The study would help the Teachers Service Commission to formulate policies that will aim at improving the work conditions of senior secondary schools' teachers in Nasarawa State. The improvement of the work conditions would help teachers to be more committed and dedicated to performing their jobs.

Secondary schools' principals in Nasarawa State would benefit from the study as teachers would be motivated following improved work conditions to put in their best in teaching responsibilities thereby relieving the pressure of frequent supervision of teachers by principals.

The students would equally benefit from the study because when teachers' work conditions are improved and they discharge their responsibilities diligently, the students will be imparted with adequate knowledge that will position them as better future leaders of the society.

The study would help the Nasarawa State's Ministry of Education to formulate useful policies needed for the improvement of the work conditions of teachers in the senior secondary school system.

Prospective researchers whose studies are related to work conditions and job effectiveness would review this study as part of their empirical studies to enable them to conduct reliable and valid studies.

1.7 Scope of the Study

The study determined teachers' work conditions and their effectiveness in public senior secondary schools (both single and mixed) in Nasarawa State. Nasarawa State consists of

13 Local Government Areas which include: Kokona, Keffi, Nasarawa, Toto, Karu Akwanga, Nasarawa Eggon, Wamba, Lafia, Keana, Awe, Doma, and Obi. In terms of contents, the study reviewed the concepts of work conditions, professional development, teachers salary structure and teachers' effectiveness

1.8 Operational Definition of Terms

The following terms were defined operationally:

Work Conditions refers to job-related factors such as professional development, Teachers Salary Structure and job Security which enhance teacher effectiveness in Nasarawa State secondary schools.

Teachers' Effectiveness is the ability of teachers to perform their teaching responsibilities such as curriculum implementation, control of students' behavior, participation in school extra-curricular activities, regular preparation of lesson notes and expert use of existing instructional materials diligently for the goals of teaching and learning to be achieved in the secondary school system with minimum cost.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

The study reviewed the concepts of work conditions of teachers, teachers' salary and job effectiveness in secondary schools, teacher's promotion and job effectiveness, fringe benefits and teachers' job effectiveness, staff training and teachers' job effectiveness, characteristics of an effective teacher and professional skills of an effective teacher.

2.1.1 Work Conditions of Teachers

Work include the physical atmosphere of a workplace: work quantity, workplace equipment, light, tools, temperature, room, ventilation and the overall look of the workplace. If an institution's work conditions are favorable, its efficiency will significantly increase (Harris & Sass, 2011). The work conditions in the school system are thought to be effective if school administrators build a safe and balanced environment for any of his or her employees. Besides, the provision of appropriate equipment and other resources will affect the productivity of teachers and the complete education system. School managers must, therefore, put their best efforts to secure, healthy, appropriately furnishings and attractive work conditions for teachers. This can be important to maximize the experience, ability, and ingenuity of teachers for a school's successful competitive advantage. The need for this becomes important in providing a work atmosphere that has a major impact on teacher satisfaction in the quest that teachers want a secure, clean and comfortable physical environment.

Research into the work conditions of teachers explored how social and organizational dynamics in a school influence the perceptions of teachers and stressed certain dimensions of schools as institutions that can respond and change policy. Grissom (2011) saw the work conditions as an interrelationship between the physical appearance of a school, the laws, authority and the social, economic, political, psychological, and educational characteristics of a work environment that controls teachers' activities. In other words, the term work conditions apply to such factors as teaching, training, professional development, equipment and resources, the key leader determining what it means to teach at a particular school and have major effects, as research has shown, on the satisfaction of teachers.

Scholars who look at teaching environments have emphasized the importance of the decision-making and autonomy of teachers (Renzulli, Parrott & Beattie 2011), key leadership, professional growth opportunities, and class sizes. Studies also investigated how work conditions mediate teacher recruitment and retention.

Conditions of teaching tend to influence the emotions of students, their opinions of themselves and their devotions to teaching. School administrators should take note of how those approaches form the work conditions of teachers. It refers in particular to school transformation changes, which have to quickly reshape working environments to establish transition and development capabilities.

Many elements in the work conditions of teachers overlap; they intersect and can often be challenging to precisely define (Ladd, 2011). Specifically, functional and organizational cultural features are interconnected because the characteristics of the organizational structure dictate the importance and the relative strength of culture.

In Johnson (2006), teacher conditions were discussed through a description of the organizational structure of the school as those aspects that define the formal positions of teachers as well as relations with others, such as lines of authority, workload, and others. The organizational function refers to a corresponding dynamic — the actual capacity of the school as an organization and its provision of clearly informed teachers and a stable, organized working environment. Many components (e.g. teacher principles and standards) found in organizational culture are the cultural characteristics of a school setting. The activity at the school level will concentrate on how teachers believe administrators treat them (Ladd, 2011) as well as the degree to which the teacher promotes a supportive environment.

Teachers' dedication and effectiveness depend on their inspiration, morale, and happiness at work.

Job satisfaction among teachers depends on the following work conditions: conducive classroom, availability of teaching materials, teachers' recognition by their principals, the level of social interactions in the school system, provision for teachers' professional advancement and development, teacher's workload and nature of physical facilities (Akande, 2014). This means that teacher satisfaction at work and their dedication is a significant factor for teachers, their employers and students at large, usually at secondary school. Committed and fulfilled human capital is considered the most valuable asset of an organization for the success of any organization. Contrary to this, less satisfaction with teachers on their job makes them show disappointment in the work climate. Their dissatisfaction can manifest itself in various conditions. Regarding the standard of education, Ogundele (2010) claimed that in this age of accelerated globalization, poor values are undermining attempts to use education as an effective instrument for economic

growth and development. The most risk is the uncommitted, frustrated teachers as it contributes to the absence of learning, the accomplishment of school goals and objectives. Bad job conditions for teachers result in regular teacher absenteeism from school, hostile behavior towards colleagues and learners, early departure from the profession and psychological detachment from the teaching profession. These poor circumstances of teacher work conditions contribute to low teaching efficiency. Other studies have shown that a lack of work satisfaction frequently goes hand in hand with feelings of depression, frustration, rage, disappointment, and futility (Pinder, 2018). Consequently, a lack of work satisfaction has significant consequences for both the teacher and the educational system in which he or she is working. Therefore, one of the prime factors affecting the achievement of schools' educational goals seems to be the lack of qualified and dedicated teachers in schools with the requisite quality and quantity.

The Official Ministry provides poor treatment to teachers, particularly to inspectors, who rule without consulting teachers. Service conditions can be defined as general requirements, necessities and beneficial factors that are conducive and favorable to the working environment and therefore enhance the performance of employees. There is a range of business requirements, including pay, status, work conditions, fringe benefits, health and decision-making (Sharma & Bajpai, 2011), which may affect employee performance of an organization.

2.1.2 Relationship between Work Conditions and Teachers' Effectiveness

The following are the indices of the work conditions of teachers:

Nature of Teachers' Salary and Job Effectiveness in Secondary Schools

Currently, capital helps raise productivity. It refers in particular to most developed nations, where most employees' physiological requirements have not yet been met. Monetary funds are necessary to achieve the desired needs of employees and to achieve high order needs such as social recognition and the purchasing of critical and luxury products and services that contribute to health and security. One of the key reasons people work is to earn money. It is necessary to fulfill certain personal and domestic requirements such as clothes, food, rental fees, school charges, etc. The pay appears to be highly motivating. It does not only matter to raise salaries or wages but also to pay them promptly and consistently (Ololobou, 2014).

The salary can be defined as the money an employee gets for his work. Money is thought to have a clear propensity to improve employee efficiency and productivity if it is adequately compensated. It is thought that man is an economic being who can only have control over money's attitude to work (Akinwumi, 2010). The salaries paid to teachers are important because they can meet rank, protection, recognition and affiliation needs with money. In Nigeria, for instance, one's social status is primarily based on the magnitude of his salary or the financial wealth displayed in each house, kinds of housings that he can afford to stay in the kind of car he uses, and teachers will not be excluded.

Peretomode (2011) indicated that what the average low-income earning teacher earns is a substantial rise in salary that would dramatically improve their dedication and successful job performance. He also noted that money for those who have it acts as a station sign and can save it, spend it conspicuously or offer it generously. If it is invested, it has prestige

value and when it is earned, it reflects what the employer thinks about its workers and is more than purely financial terms.

Fagbamiye (2010) demonstrated that salary is the best predictor of the effectiveness and efficiency of teachers of all work conditions of service. She expressed in her assumption that job providing higher wages would draw more and better-skilled workers than those providing a lower salary. If teachers' wages are insufficient, it is difficult for them (teachers) to meet the basic requirements of life and they may not be driven to do their successful teaching job.

Obayan (2016) noted that Nigerian teachers are poorly motivated and dissatisfied with their living and work conditions. Compared to other professions, this may be explained by their low incomes, low status in society, mass teacher promotion, insufficient fringe benefits and inconsistent payment of teacher's salaries. It marked the start of Nigeria's teacher motivational crisis, as the public started to look down on those teachers who stayed as second-strong civil servants in the classroom.

Obayan (2016) was also of the opinion that school leavers' inclination to seek only if they can't find other more competitive work in the public or private sector has compounded this job issue.

It has been verified that teaching in Nigeria today, including the state of Nasarawa, has not been faced with the question of teachers' non-availability but that of mutability (Ayeni, 2015). It means that while there are more than adequate teachers at schools, most only use teaching as a step forward or an option, before they can get a better job. That's only because the terms of service attached to teaching are not desirable.

Across the world, teachers are considered to be direct implementers of any educational program and their role in building a nation can not be overemphasized. Before any nation could be transformed into a technological giant, teachers would be the rewarded ones who would, in return, give the nation the maximum of their intellectual capacity. The important question is "Why do people hate teaching so much despite that it is a noble profession? The answer is that teaching is hardly satisfying as is found in other jobs due to poor work conditions for teachers.

Ubom (2012) indicated that favorable conditions of work give rise to more teaching engagement. He added that the loss of job satisfaction as a result of poor pay and other service conditions is decreased after workers have dedicated themselves to work and contributed to organizational effectiveness. The work of teaching has been confirmed to be unhappy. Therefore, those who are in the sector are there not by design, but by necessity; and most of them are low-income while on the job.

Teachers put premiums on the factors that influence their effectiveness in a positive way such as salary, time and method of payment of wages, fringe benefits, promotional incentives for teaching and the work environment. The following factors are the reasons why some people dislike teaching job according to Kajo (2011):

- i. Teaching has a poor salary structure or earning power. Wage is not as competitive and profitable as other jobs;
- ii. Teaching has a negative public image, low social status and lack recognition by the society;
- iii. Teachers are regarded as second class citizens; and

- iv. There are poor service conditions, a slower promotion rate because of a lack of duties and a shortage of promotion methods.

Teachers' Promotion and Job Effectiveness in Secondary Schools

Promotion is an employee's increasing versatility, which shifts his present role to one in which his obligation is increased. In addition to getting more capital, the promotion has a more inspiring impact and is a tribute to individual accomplishments. Promotion may also be seen as an affirmation that the workers did well. The promotion has been shown to bring people's expertise, skills, and degree of dedication to the goals of their organization. However, if people are denied promotions within an organization, they will be separated and perhaps lead to turnover. (Muheeb, 2014). Educational administrators need to take into account the promotion of teachers based on important factors like experience, training, additional academic skills and intellectual ability. The promotional effort can arise not only from the need for recognition but also from the need to obtain or accept competence. Therefore, if the teachers are told that they can increase their chance of being promoted, they can aim to perform efficiently in their work. Therefore it would improve the degree to which the teacher is expected to conduct his teaching work efficiently if he earns a desired promotion at the right time. Although section 9 of Article 77 of the National Education Policy (2013) notes that promotional incentives at all levels of education should be provided to allow for professional development throughout every level, the promotion of teachers has not been enforced accordingly. Promotion is based not on merit, but favoritism, nepotism, and political power.

Fringe Benefits and Teachers' Job Effectiveness in Secondary School

Fringe benefits are the collection of different work benefits that are excluded from taxes as long as those requirements are met. They are benefits or incentives given to workers in addition to salaries or compensation or incentives above normal wages or monetary-value wages such as pension, health insurance coverage, life insurance coverage. Dare (2010) regarded an organization as an exchange system in which compensation (inducement), just like in schools, is paid for work by teachers. He also clarified that an individual stays in the company as long as he feels that his efforts are greater. When, for example, a teacher can be directed to remain vice-president because of the other fringe benefit in the post, such as free accommodation, free movement, and free medical services, as well as the social re-organization linked to that role.

The more people reward workers, the harder they work and the greater or greater they respond, probably by performing successfully on the job, with gratitude or loyalty. Taiwo (2010) stated that in addition to the provision of a fair wage and salary to teachers, certain fringe benefits are essential in productivity. These include Leave bonus, retirement benefits and pension plans. Adelabu (2015) expressed that cash bonuses serve as the most effective incentives that could enhance teacher effectiveness and productivity.

Staff Training and Teachers' Job Effectiveness in Secondary Schools

Human Capital Theorists' propositions concluded that improved efficiency by job effectiveness can only be accomplished when the workforce is opened up an avenue for development and training. The cognitive and affective education and development of the psychomotor or professional skills are required to complement it. The selection of staff can simply be defined as middle and top management activities inside and outside an

organization. It is a training activity designed and implemented by an organization to develop the workers ' awareness and skills. Dare (2010) regarded staff training as that aspect of administration, which implies an individual's organizational training to improve his or her performance. As he mentioned that personnel creation is the preparation of an organization's workers to inspire them to become professional and work hard to achieve an organization's objectives. All practices that contributed to the growth of the capacity of a teacher include the preparation of staff that is expected to be supported by the teacher education ministry (Durosaro, 2010).

The school organization must provide its teachers with the necessary preparation to at least familiarize them with the aim, policies, laws, standards, and procedures that are unique to the school organization and the teaching job. The preparation of workers would be more successful if focused on enhancing the school system. It could be concluded that a need for training is a measurable discrepancy between the level of performance or ability an instructor has and the level of performance or skill he is supposed to achieve.

The types of training that can be readily available for teachers include in-service courses for teachers, on-the-job training, Refresher-Training, vestibule training, conference training, off-the-job Training, Staff seminar, workshops, induction courses, etc. Principals are required to play a vital role in ensuring that eligible workers undergo in-service training and if there is a deficiency, attempts should be made to help eradicate it. Learning is a continuous process from cradle to grave. It is expected therefore that staff training should be part of management packages if the desired result is to be achieved in the school system. Adequately trained workers must be hired, and to ensure productivity, a proper management program must be placed in place to improve human resources. Staff

preparation is an in-built and essential part of the school system that could allow teachers to do their job well, inspire and get maximum satisfaction from teaching jobs (Kajo, 2011).

2.1.3 Concept of Teachers' Effectiveness

The concept 'teacher effectiveness has different interpretations depending on the context in which an individual intends to apply the meaning. It could be seen in terms of teacher's effects on the realization of some values which take the form of some educational objectives, in terms of students' behavioral abilities, habits or characteristics. The effectiveness of teachers in the sense of this study is a teacher's ability to integrate skillfully at a given situation, the right actions towards achieving school goals. A good teacher remains up to date in his / her field and can convey his / her expertise effectively to others at a level commensurate with his / her experience. A successful teacher is the one who conscientiously conducts both the curriculum and the extracurricular activities. Zeichner (2016) looked at Teacher effectiveness as the process of the teacher's interaction with the students in educating them to become professionals in different fields. Constraints to teacher effectiveness are multiple as Zeichner (2016) identified some of them to include:

- a) inadequate professional training
- b) physical characteristics of the teacher,
- c) personality traits and
- d) administrative constraints.

Teaching is one of the most challenging jobs in the first place, since human behavior is complicated and difficult to alter or improve, particularly if one is not prepared to do so. As a result, insufficient vocational training is a significant limitation on the effectiveness

of teachers. Physical characteristics of a teacher like quality voice and non-verbal communication skills and such effective qualities as fairness, patience, humor, and concern for students could enhance teacher effectiveness (Dimmock, 2015). Therefore, a teacher who lacks these qualities may likely fail to foster the social, emotional and psychological development of the students. Many personal qualities that influence the effectiveness of teachers include good health, timeliness, regularity, and fairness. Also, personality traits such as self-concept, aggressiveness, locus of control and attitude to work, in general, are believed to affect the effectiveness of teachers. Such personal qualities are particularly desirable if a teacher considers teaching outside himself as a trigger (Dimmock, 2005). This implies that passion for work itself would lead to greater dedication and self-sacrifices in which teaching would become a halt to other employment or just another tedious means of earning a living. In such a situation teacher effectiveness is sacrificed.

Teachers are the most recognized and indispensable human resources in an educational institution. These are widely considered to be the most important aspect of the school system; more important than the standard of the facilities, supplies, or funding level. In the sense of a teacher's plan for quality improvement, Muheeb (2014) noted that teachers are the initiators and facilitators of teaching and education activities, hence, they should act as agents of change in all school systems. Consequently, if teachers are to be successful, due attention must be paid to their job satisfaction and a favorable atmosphere must be created to enhance and improve their effective work efficiency.

The productivity of teachers is an indicator used to measure the efficiency of teachers and the characteristics of the teaching activities and their effect on the educational outcome when teaching in the classroom. Productivity has to do with result assessment used

described to characterize teacher job effectiveness metrics as those ratings used in teacher evaluation such as student extra-lesson levels, teacher-student relationships, evolving teaching/learning processes and, above all, the academic performance of students.

2.1.4 Characteristics of an Effective Teacher

The idea of an effective teacher depends on the individual's perception. The expectations, thoughts, and perspectives of students about a successful instructor are distinctive. An effective teacher has often been called a perfectionist, supportive, approachable and loving teacher, often an intelligent teacher, but above all an enthusiastic, funny, smart, effective and compassionate teacher, accessible and with a relaxed style. Learning is improved by the awareness, excitement, and obligation of teachers to build a warm class environment that strengthens "the students want to learn and embrace the challenges of thinking and researching all the teacher offers." According to Stronge, Tucker, and Ward (2014), teaching is vocational and the most successful teachers are enthusiastic about their chosen career. However, he also added that a successful teacher is still in a constant learning cycle due, among many others, to changes in the characteristics of the students, the curriculum, the environment, and finance.

The teachers must be able to withstand the pressures, risks, and obstacles in the different teaching circumstances. A successful teacher needs the opportunity to be diligent, versatile and creative on new approaches to teaching, and to be prepared for mistakes. An effective teacher influences the students mentally and has a strong influence on their achievement. An effective teacher is one who has clear objectives and objectives of teaching. An instructor should give the students the answer to a question that could only be useful if the

main aim is simply to compare and evaluate different outcomes. However, if the goal is to make the student think about the alternative to provide various potential responses, the instructor will be seen as unsuccessful in this situation. Murphy (2010) stated that to allow students to learn naturally, teachers and teaching need to be creative. He also added that educational institutions should spend more time "doing" and less time "talking about learning and teaching." Besides, Gurney (2017) suggested that we should reflect on what we do in the classroom instead of reflecting on theory and practice.

Efficient teachers must concentrate on the achievement of students. A real link between schools and cultural context is needed: the curriculum goals, multiple tasks, and contexts must not only be careful about and improve evaluation, feedback, and evaluation but also responsible for the student learning process. Gurney (2017) suggested that there must be an interaction between different factors to be an effective teacher. One is the knowledge, enthusiasm, and responsibility of the teacher for learning. The provision of work and evaluation that encourage students to learn (and learn through experience), and to get involved feedback, is a further index for determining effective teachers. Finally, to establish a warm environment and to strengthen learning concerning the students. Nakpodia (2016) submitted that effective teachers' responsibilities include clarity of teaching, educational diversity, orientation to teacher tasks, engagement in learning processes and success rate for students. Efficient teachers are therefore not teaching extensive and profound content knowledge to the class, but are also teaching to promote and improve learning. They know how to manage their knowledge and the students not only in discipline, work, the interaction between professors-students, how to teach and how

to examine and evaluate their activities, their students and their work. They also know how to manage and manage their knowledge.

2.1.5 Professional Skills of an Effective Teacher

Effective teachers distinguish themselves by their commitment to students and teaching and feel responsible for students' achievement and success and their development.

Effective teachers believe that everyone can learn, even though everyone is learning differently. They strive to motivate all their students and engage them in learning rather than simply accepting that some students can not be engaged and are destined to do poorly.

There are many teachers of different kinds. For example, some of the people who go to the classroom do not even notice them, and some students. Some appear to be genuine dictators, and even students fear to ask in the classroom anything. Some read from a book or talk continuously throughout the entire session, while the students just copied, or some simply spoke and the lesson ended because the goals, structure and/or subject matter were not even clear to the teacher. After all, the students did not understand what the lessons were.

The following are the professional skills of an effective teacher:

Content Knowledge

The most obvious requirement to be an effective teacher is to have good content knowledge of the subject. Salmonowicz (2010) considered good content knowledge responses to spontaneous and demanding students questioning. Students expect their teacher to be considered effective in the knowledge of good content, which inspires teacher trust. An important feature of good teachers is the effective communication of content knowledge.

Yet, having strong knowledge of content is only one of the important factors and skills that a successful teacher needs to possess to enhance learning and achievement.

Teachers' Ability to Prepare Comprehensive Lesson Plans

Without a well-organized lesson, having good content knowledge is not so successful. The material and the session are relevant and comprehensive of a lesson plan. Good preparation offers simple explications and a broad variety of services that are tailored to the needs of students. It allows teachers to make efficient use of oral questions, give directions, be versatile and stimulate the interest and participation of students. Successful teachers should offer the subject sense by giving the students, wherever possible, suitable material and by finding ways of fostering interest in it. They will need to be prepared to rethink the suitability of content and technique for reintroduction into the classroom. Effective scheduling means that the courses have times in which students may have open or closed discussions or in pairs. Effective preparation of lessons in the organization of instructional materials to enhance teaching and learning. The effective teacher Gurney (2017) pointed out that students should provide the teacher with feedback so that their knowledge improves and their tests will yield good results. Good lesson planning also implies proper classroom management and organization to achieve optimum learning.

Classroom Management and Organization

Effective teachers handle and coordinate the needs and desires of the students in their classrooms so that all students enjoy positive and warm learning environments and enhance productive learning. Effective teachers take time to set up management, class organizations and expectations of student behavior, earlier in the year and particularly on the first day of school.

Between the inexperienced and teachers with experience, classroom management appears to be a high priority. Management does, however, not go hand in hand with strict regulations. Management is, in reality, to foresee the need of students, then to prepare a suitable plan for year, processes, events, assessment criteria and, above all, specific guidance to inspire encouragement, anticipation and learning for students. For the sake of a calming and warm atmosphere, successful teachers use low school expectations and more routines to improve learning. A limited number of teaching rules that aim to concentrate on what is to be predicted, ensure a healthy atmosphere and be concerned with learning. Efficient teachers use more procedures than rules for everyday activities. Wong and Wong (2015) differentiated between routine as automatically performed by the students and practice as desired by the teachers.

While the management of the classroom focuses on instructions that influence psychological behavior, the motivation of the study to learn is influenced by the organization of the classroom. The classroom is designed by successful teachers to promote learning and interaction and to create an optimal learning atmosphere where students feel at home and are comfortable in terms of design, access, and mobility. Furniture arrangements, content control, and decoration are part of the structure in the classroom. Furniture arrangement facilitates effective classroom interaction (Stronge, Tucker and Ward, 2014).

Individual Differences

Throughout the way they were educated, many teachers still teach their students. Many people believe conventional teaching is more effective because it is erroneous, whereas others think students ought to change their own teacher's methods so they don't care much

about modifying their own and bad practice. Robinson and Buntrock (2011) cautioned that any professor can have a strong impact on teaching styles through their styles of learning. Good teachers should be able to tailor their students' learnings. We understand that students have different rates and that a variety of student skills and abilities will be present in every classroom. The teacher needs to sense the pulse of a classroom and change the learning techniques, irrespective of subject matter, to sustain a high degree of interest. You can use your academic experience to assess the most effective way of helping individual students succeed effectively in their courses. Good teachers identify with the students and have a sixth sense about those who need assistance. It is also necessary to know the needs of students, their learning methods and style, temperament, motivation, attitude, and skills, including knowledge of the context.

Effective teachers often use strategies that better suit students' learning needs. They use them to work on assignments that include each student and encourage them to do their best. Much can be learned by experimentation and/or in a more straightforward manner for students. Several students are learning through opportunities for learning, while others will need concerted, direct teaching and teacher adjustment before they master the requirements. Successful teachers help students learn from outside the school and from various sources like technology about themselves and others. Successful teachers would be willing to evaluate the suitability of the curriculum and methods for the reintroduction of classrooms. Good lecturers often acknowledge that the pupils learn better if the teacher understands their history, context, and skills and if the technique can be tailored to the needs of the pupils (Zeichner, 2016).

Communication Skills

For those with a teaching job, social skills are important. Good teachers are also successful communicators. They communicate on course goals, content and training, provide a fair framework for learning specific materials and adapt instruction to the level of experience and skills of their students. Communication deficits mean that students either do not understand or misinterpret main concepts. Effective teachers should take and present a complicated topic in a way that the students should quickly understand and interact in a different language and nonverbal ways. The confidence of teachers plays a large part in the performance. The teaching results are affected by trust in the subject. When the teachers have good confidence in themselves, they do a lot of work in the classroom, and the teacher knows who's in charge, and how to teach them (Pinder, 2018).

Effective teachers love education and the topic. The students perceive this when teachers are not interested in their job and influence their low motivation. Furthermore, how can the students love the subject if they don't love it themselves? Successful teachers have luminous energy and treat each lesson rather than a routine with a sense of challenge. Gurney (2017) said the work of the learning process is a joy if teachers are enthused and there is engagement in the classroom. Teachers who are passionate about their subjects and learning always inspire students to enhance their academic results.

Motivate Students to Learn

Encouraging students to become more open and enthusiastic with the subject, to show them the interest, relevance and better attitude to learning. Good teachers increase the students' self-image, interest in the subject and the ability to learn more, and therefore reach a high standard. Students perceive a teacher as an important motivator and a mentor if the teacher

allows them to take on their learning. This also improves learning in cases where high expectations and activities and a range of approaches have been developed, such as cooperative learning and where there have been substantial strengthening and feedback. For any class, humor can be a powerful ingredient. Effective teachers should not be clowns, but it is nice to have a good sense of humor and can speak to students to stop negative vibes, thereby keeping the class happy (Salmonowicz, 2010). (Salmon

Respect, Fairness, and Equity

The cornerstone of successful teaching in the eyes of pupils is honesty, justice, and fairness. The classroom's mutual respect is necessary if the right environment for successful teaching and learning is to be created. He added that respect requires that the learners are aware that the instructor is qualified, involved in and committed to their success. Students value fairness and successful teachers respond to misbehavior instead of the whole class individually (Stronge, Truck & Ward, 2014). Students expect teachers, in either case, to handle them equally, even in the event of harassment, assessment performance, without regard to ethnicity, ethnic origin, age, etc. Good teachers are therefore continuous to demonstrate respect for their pupils, justice, and equality in individual contexts, age, gender, race, faith, economic status, etc.

Assessment and evaluation

Good teachers sincerely hope that every student succeeds, and they are doing all they can to make every student a success. Excellent teachers demand high standards of learning and behavior, and their students are starting to live up to the high expectations that are necessary. A strong way to express high standards is by daunting assignments, case-by-case solutions for real-world concerns, sample cases, and commendations. Evaluation is an

effective method of learning. A variety of evaluation methods, fair practice, and a successful evaluation framework were used by effective teachers. We encourage students to be more responsible for their learning. They must ensure that their learners are aware of the expectations and objectives of the learning plan, understand how these expectations are measured, know that they are on the path to success, and are actively involved in evaluating their tendencies. Effective teachers ask students to respond formally and informally over the semester to develop their courses. Students are expected to recognize that evaluation is not just an exercise to discuss the subject but a part of their learning process. Students benefit from knowing environments that lead to peer tutoring, collective learning, questioning, description, and cooperative reasoning. Baroody (2011) emphasized the need to allow students to share their diverse viewpoints in choosing their project topics. In the Six Characteristics of the Writing Study (2010), students are advised that they do best when they write something they want. A successful instructor consistently provides the student with constructive feedback during the course.

Teacher Learning Development

Effective teachers expect high standards of student education and behavior, but still have high expectations of their learning and development. Good teachers are continuously reviewing, challenging and reflecting on how well they can serve students and searching for effective ways to teach new methods, resources, and strategies, particularly for those who struggle to learn and others. By engaging in preparation and/or encouraging colleagues to observe and give feedback, successful teachers can promote their learning. Stronge, Truck, and Ward (2004) claimed staff development is crucial to successful execution and can help teachers learn how to incorporate new strategies. They also collaborate with other

staff, being able to exchange ideas and encourage other challenging teachers and volunteers to lead teams and to mentor new teachers. Also exiting are informal leaders who have no fear of losing creativity or progress in education. Successful teachers, therefore, contribute to the development of a healthy working environment where the relationship is healthy.

2.2 Review of Empirical Studies

For this study, the following relevant empirical studies were reviewed:

Akande (2014) published a study carried out in Secondary Schools in Kogi State, Nigeria involving the relationship between quality of service and the work of teachers. This study examined the connection between service conditions and the work performance of teachers in secondary schools in the Kogi State. A random sample was drawn from the target population of 2,650, consisting of 81 principals, 215 teachers and 86 supervisors. Five questions were answered when the Pearson Product Moment Correlation (PPMC) was tested on five null hypotheses. The implications of the experiment were also checked using multiple comparison tests. This research was conducted using a descriptive survey approach. The analysis included the three educational districts in the state. Data collected were obtained and analyzed. Results suggested that there are important ties in the secondary schools in Kogi State, Nigeria, between conditions of service and the performance of teachers. But between workplace retirement benefits and job outcomes, there was no substantive correlation. Conclusions have been drawn and suggestions provided, for instance, timely payment of teachers ' salaries, periodic promotion, a bonus package, training programs, and pension plans.

Naluwemba and Okwenje (2016) also conducted a study on the interplay of school welfare provision and teacher's job effectiveness in Ugandan secondary schools. The study used a

cross-sectional survey research design. The study was largely a mixed-method involving semi-structured questionnaires and interviews and the sample of 221 participants was drawn out of 1538 total population. The hypotheses were tested using Pearson's product-moment correlation. The finding of the study revealed that school welfare provisions influence teachers' ineffectiveness in performing their jobs. The study concluded that the provision of school welfare should have a beneficial impact on the performance of teachers if their engagement was mutual and teacher welfare needs were defined and met.

Kofi, Peter, and Dwumah (2012) conducted a study on work conditions and quality education delivery: a study of public basic schools in Tamale Metropolis in Ghana. Stratified random sampling was used in the selection of 20 public basic education institutions in urban areas and semi-urban areas, and by simple random sampling, 216 participants were chosen from the school. The approaches used for data collection had been self-administered questionnaires and basic observations. Quantitative approaches have been used to evaluate specific data collected. Results from a chi-square test showed a significant relationship between teacher work conditions such as good salary structure, comfortable offices, regular provision of instructional materials, etc. and the provision of quality education and the work conditions of urban and semi-urban teachers there was no major difference in metropolitan areas. Despite their interest in teaching, most of the teachers were chosen. Yet there was so little incentive. Teachers were advised to improve living and work conditions and to simplify the ability for teachers to develop their professional knowledge and skills in the development of their careers.

Further, Nwachukwu (2014) conducted a study on Staff Welfare Services and Teachers' Job Performance of Students in Oshimili South Local Government Area of Delta State. The study was descriptive. A questionnaire was used for data collection. The researcher

used a simple random sampling method to select 200 respondents out of a total of 1050. The data that were collected were analyzed using a t-test. The findings revealed that a lack of desirable welfare services does not influence teachers' job performance in the Oshimili South Local Government Area of Delta State.

Kajo(2011) also carried out a study in government secondary schools in Benue State, Nigeria, on administrative constraints in telecommunication quality. The study aimed at examining administrative constraints on the productivity of teachers in government secondary schools in the State of Benue and therefore recommends ways to minimize them. The research explored the following questions: structure for implementing curricula, instructional supervision, management of classrooms, school-community relations and motivational factors. The analysis was motivated by five research questions and five null assumptions. A research instrument was used as a questionnaire developed by the researcher, checked and reviewed by experts. This was granted to the directors and 655 government high school teachers in the state of Benue. The average and standard deviation were used to answer the research questions and to test the hypothesis at 0.05 point. The findings indicate that the effectiveness of teachers in Government Secondary Schools of the Benue State, Nigeria, is limited by professional growth, supervision of orders, undecided staff involvement in decisions and frequent promotion. In light of the many administrative constraints, the key implications are that teachers can hardly be successful. In Nigerian schools, Korb and Akintunde (2013) also carried out a report on factors affecting teacher work efficacy. The goal of this study was to perform an empirical study among Nigerian school teachers of job effectiveness. Sample of 117 current teachers enrolled in a part-time instructional program completed the questionnaire that measured

the satisfaction of their teaching work, monthly compensation, and five other variables expected to be related to teaching. This survey was designed to assess the satisfaction of teachers and to find out what is contributing to teacher effectiveness. The teachers were, generally, most of them happy with the teaching. Monthly salaries were not substantially connected to the satisfaction of the teacher. The five other variables were connected to satisfaction at work, however, all of them had important, positive ties with satisfaction in terms of teaching work, the provision of educational resources, attitude to the teaching profession and belief in the social value of teachings. Teaching had a poor negative link as a final occupation.

Oredein (2014) also conducted a study on Lecturers' Conditions of Service and Job Performance: Leadership Implications for Nigerian Higher Education Development. 12 out of 29 Universities from the six states in South-West Nigeria were randomly selected and 360 lecturers from the selected Universities constitute the sample size of the study. Descriptive statistics and Pearson Moment Correlation were used for data analysis. The findings revealed that there was a significant positive relationship between the factors that bring about teachers' conditions of service to work such as periodic review of salaries, provision of opportunities for professional development and their job performance. The recommendations that were made are: leaders in every institution and the government should ensure periodic review of salaries, provide opportunities for professional development through sponsorship for development programs. Also, a conducive environment and material resources for teaching-learning activities need to be adequately provided for lecturers.

Also, Asoro and Etuk (2016) carried out a study on Cross River State and Akwa-Ibom State on workload-related stress and job success among university students. The study used a cross-sectional survey research design. Samples were drawn from two federal government-owned Universities in Akwa-Ibom and Cross River States. Data were obtained through a questionnaire and a one-way analysis of variance (ANOVA) was used to test the hypotheses. Workload related stress affects job effectiveness of job performance of lecturers when it comes to publication, teaching effectiveness, supervision of students and community service. The study recommended that lecturers should be assigned with minimum workload so that they can carry out their work well.

The teachers' impressions of and determination to their conditions to work and jobs at public senior secondary schools in Uyo, Akwa Ibom State, Nigeria, were equally studied by Okon and Archibong (2015). A framework for descriptive surveys was introduced and a sample of 503 students from 14 public high schools in Uyo Senatorial District was randomly collected. The questionnaire has been used to collect and t-test data. The concern in the evaluation of teachers and their contribution to job success has been demonstrated. It was recommended that Structures appropriate for timely promotions, wages, and other incentives provided for teachers to enable them to have a positive perception about the teaching job to influence them to be committed to performing their job

Okon (2015) researched the relationships between service conditions and teacher work in junior high schools in Cross River State, Nigeria. In the whole analysis, 450 teachers from the population of 3460 have been randomly selected. The Pearson Product Moment Correlation (PPMC) test was used to evaluate the hypotheses. The results point to the fact

that suggesting that there have been major relationships between service conditions and the work of teachers in high schools in the State of Cross River, Nigeria.

2.3 Theoretical Framework

The study was anchored on Equity Theory by Adams John Stacey (1963) and Herzberg Two Factor Theory (1966).

2.3.1 Equity Theory by Adams John Stacey (1963)

Equity theory shows how a person perceives fairness regarding the working environment. The theory suggests that a worker measures the sum of input towards output in a company and perhaps in addition to the effort that another individual creates. For example, time, energy, hard work, dedication and capacity for work, adaptability, versatility, resilience, determination, enthusiasm, personal sacrifice, confidence in superiors, encouragement from colleagues and colleagues are examples of feedback that employees invest in their activities Performance (outcomes) on the contrary are the positive and negative effects of a particular organization's work experienced by an individual (the employee). Examples of Adam's production (1963) Theory of equity include work protection, appreciation, pay, gain, advancement level, investment, acknowledgment, prestige, obligations and efficiency, praise, appreciation, and rewards, etc. Based on Adam's (1963) theory, Huseman, Hatfield, and Miles (1987) therefore proposed that the employee is likely to be ineffective if an employee feels it has inequity between two social classes or individuals because the input and output are not equal. The contributions include the consistency and quantity of contributions to the work of the employee.k.

The key issue of the principle of equality lies in payment and therefore in the majority of organizations it addresses justice or inequity. An employee wishes to believe, in every

place in the company, that his efforts and success are compensated well. When an employee feels underpaid, he or she will feel unable and potentially aggressive to the company and employees, inevitably leading to poor results. Justice is multidimensional. For example, our input-to-output alone does not depend on this. It depends on the contrast of people with each other's input/output ratio. Equity requires interpretation. In contrast with other "referents" on the market as they perceive, workers shape views of what constitutes a fair balance (balanced or trading) of inputs and outputs.

When they expect their inputs to be equally compensated with outputs, they work hard to achieve organizational goals. Their work and organization become lazy and inefficient when they believe that their input-output relationships are less advantageous than those of workers with similar abilities who work in similar organizations (Ball, 2014). Adams (1963) believed that if a person discovers inequality, he creates some kind of stress within the individual, theoretically proportional to the size of inequality present. Because of this stress, the individual may respond in a way that reduces the tension.

The theory, therefore, has broad repercussions for the morality, quality, success, productivity, and turnover of employees. It also shows why workers see themselves individually and not insulating and thus should handle and treat their climate, facilities, systems, etc. Therefore, the total contributions of workers, including their personal beliefs, should be calculated. This means that when the outputs of employees such as their salary structure, job security, promotion, professional development which constitutes their work conditions are adequately provided for them, they could be comfortable and fulfilled with their job as they would become more effective in carrying out their teaching responsibilities.

The relevance of Equity Theory to this Study

The equity theory is relevant to this study because when teachers perceive that their inputs are fairly rewarded by their employers, they may be influenced to work harder and become effective in the teaching profession. However, they could easily become lazy, abstain from work, become ineffective, develop negative attitudes towards their jobs when they perceive that the ratio of their rewards system in terms of salary and allowances is below the efforts and strengths which they invest in academic jobs. Thus, the theory has wide-reaching implications for lecturers' morale, efficiency, performance, productivity, and turnover. It also shows that teachers react based on the way they are treated in terms of their work conditions. Also, for proper equity and fair play, teachers' inputs-outputs must be matched to influence them to work harder towards the achievement of higher educational goals. This means that when the expectations of teachers such as their salary structure, job security, promotion, professional development which constitutes their work conditions are adequately provided for them, they could be comfortable and fulfilled with their job as they would become more effective in performing teaching responsibilities.

2.3.2 Herzberg Two Factor Theory (1966)

Herzberger's two-factor theory suggests two independent circumstances, namely hygiene and motivator factors, that push employee satisfaction and boost motivation. In the absence of hygiene factors (including those known as insufficiencies) which are used to make employees unsatisfied, motivational factors (including satisfiers) make employees feel comfortable in their jobs and motivate employees to perform effectively. Herzberg has defined the following hygiene considerations using data from engineers and accountants: business policy, management, pay, interpersonal relations and work conditions. He

compiled a list of answers to the question, "What's wrong with your job?" Items on the list have to be there to prevent confusion and wastefulness among staff. The motivators, on the other hand, included accomplishment, appreciation, quality of work, obligation and success, all of which are expected to encourage the efficiency of employees. A rise in hygiene factors is therefore expected not to ever promote satisfaction and one or more of these factors may facilitate frustration and inefficiency in job performance, for example, a low wage or one that is considered less than one's colleagues will raise unhappiness.

The two-factor theory assumes that workers will work successfully without motivators, where appropriate but with the motivators, their efforts will be increased and the minimum requirements to obtain jobs will be surpassed. The validity of the distinction between hygiene factors and motivators was brought into question by studying the two-factor theory. The critique lies in the claim that there is no support to the hypothesis for predicting work satisfaction for the two-factor hypothesis.

However, a significant contribution to the work of Herzberg is the recognition of the potential for employment enrichment by researchers and practitioners and job redesign, expansion, and reward for increased motivation and work performance.

Also, Herzberg made the workers aware of the reasons and enjoyment of their work material and also made them aware that the best way to empower them is to handle workers well and good by good organizational policies and the like. Managers can make good use of the knowledge, abilities, and talents of staff. In other words, employees' work should be demanding and exciting and give them a sense of achievement, appreciation, and development. Without these apps, workers would not be inspired by the job.

The relevance of Herzberg Two Factor Theory to this study

Herzberg developed two concepts in his theory. The concepts are job enlargement and job enrichment. Herzberg's dual-factor theory is relevant to this study because the monetary reward is one of the work conditions and the major needs of Nigerian workers including teachers. Teachers' job effectiveness could be enhanced if principals' strike a balance between hygiene and motivational factors. Striking the balance between the hygiene and motivational factors would improve the teachers' work conditions and job effectiveness as well as facilitating the easy attainment of the secondary schools' targeted objectives in Nasarawa State.

2.4 Review of Empirical Studies

A report on the relationship between terms of service and job performance of teachers at high schools of Kogi State, Nigeria, was carried out in Akande(2014), a research study on the study. For this analysis, the following empirical studies were examined. This study examined the relationship between service conditions and the performance of teachers in secondary schools in the State of Kogi. A selection of 81 principal, 215 teachers and 86 monitoring staff from the 2650 target population was randomly selected for the study. The number of questions and hypotheses requiring answers using the Pearson Product Moment Correlation (PPMC) was. The findings of the experiment were also confirmed by several comparison tests. A descriptive survey approach was employed for the analysis within the three educational zones in the state. Recorded and analyzed data were collected. There was evidence to indicate that there were significant relations in the secondary schools in Kogi state (Nigeria) between conditions of service and the performance of teachers. But between employee pension benefits and work performance, there was no

meaningful link. Conclusions and suggestions were made such as timely payment of teacher wages, daily promotion and supply of surprise packages, and preparation of teachers.

Kofi, Peter, and Dwumah (2012) conducted a study on work conditions and quality education delivery: a study of Tamale Metropolis, Ghana's Public Basic Schools. A random sampling approach has been used for the selection of 20 urban and semi-urban public elementary schools and 216 respondents from schools have been selected using simple random sampling methods. The tools used for data collection were self-administered questionnaires and basic observations. Quantitative approaches have been used to evaluate the related data collected. The findings of a Chi-Square examination demonstrated that the teachers have a close relationship with work conditions such as a good salary structure, comfortable offices, regular provision of instructional materials, etc. Good education delivery and the work conditions of urban and semi-urban teachers in the metropolitan areas were no major variations. Because of the teaching desire, the majority of teachers entered the program. Yet there was so little incentive. It was proposed that teachers' livelihoods and work conditions should be strengthened and the ability to develop their professional knowledge and skills should be streamlined.

Kajo (2011) has also published a report on teacher performance in government secondary schools in Benue State, Nigeria. The study explored the bureaucratic restrictions on the performance of teachers in government secondary schools in the state of Benue and thus suggested ways to combat them. The study looked at curriculum structure, supervision of education, management of schools, school relationships and motivational factors. The thesis was motivated by five research problems and five zero hypotheses. The research

institute used a questionnaire created by the researcher, reviewed by experts and checked. It was provided to managers and 655 secondary government teachers in the state of Benue. In the context of this research issue, the medium and standard deviation were used, while the z test was used in the evaluation of 0,05 hypotheses. The results indicate that teachers ' effectiveness in government secondary schools in Benue State, Nigeria, is being limited by professional growth, supervision of training and indecision in decision-making and daily advancement. The key effects of the findings are that in light of countless administrative constraints, teachers can not be successful. Recommendations were made based on the result.

Also in Nigerian schools, Korb and Akintunde (2013) examined the factors influencing the efficacy of teachers. The purpose of the study was to conduct empirical research among Nigerian school teachers on the effectiveness of the job. This research was designed primarily to evaluate the level of teacher satisfaction and identify factors leading to the effectiveness of teachers. The sample of 117 teachers currently registered to a part-time education program completed a questionnaire that assessed how happy they are with their teaching positions, monthly pay and five other factors that are expected to be linked to teacher satisfaction. Most teachers have been happy with the answers to the teaching profession. Monthly compensation was not substantially related to teachers ' satisfaction. The remaining five variables related to work satisfaction. All of them were optimistic and important concerning teacher satisfaction, the availability of educational services, attitudes towards education and the social importance of teaching. The choice of teaching as a last resort has been badly negative.

2.5 Summary of Literature Review

The study discussed the concepts of work conditions of teachers, teachers' salary and job effectiveness in secondary schools, teacher's promotion and job effectiveness, fringe benefits and teachers' job effectiveness, staff training, and teachers' job effectiveness, characteristics of an effective teacher and professional skills of an effective teacher. The study was anchored on Equity Theory by Adams John Stacey (1963) and Herzberg Two Factor Theory (1966).

In summary, the following empirical studies were reviewed:

For teachers ' relation to schools, Akand (2014) research on the relationship involving conditions of service and the analysis of 10 empirical studies in Kogi, Nigeria. The reviewed empirical studies examined several factors that are more of motivation and job satisfaction that is related to work conditions. But this study focused mainly on work conditions that could boost the effectiveness of teachers while performing their teaching responsibilities. Also, in the area of geographical scope, none of the empirical studies was conducted in Nasarawa State. The study was designed to assess teachers' work conditions and their sound contribution to public senior secondary schools in Nasarawa State.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study used a cross-sectional survey research design. The cross-sectional research design was used to survey the views and opinions of a large population over a particular issue but such populations usually possess diverse characteristics. Uzoechi (2014) indicated that a cross-sectional survey study design is a way of obtaining information from a heterogeneous population. For this analysis, the research design was chosen because the sample population possesses numerous characteristics that make them varied in character. The teachers are diverse because they are different in terms of age, academic qualification, ethnic background, teaching experience and so on

3.2 Population of the Study

The population of this study consists of 5,352 teachers drawn from all the public senior secondary schools in the 13 Local Government Areas of Nasarawa State. The total number of public senior secondary schools in Nasarawa State at the time of this study was 253. The common characteristic of the population is that all of them are public senior secondary school teachers in Nasarawa State. Table 1 below shows the details of the population of the Study by local government, schools, and teachers:

TABLE 1:
Distribution of Population of the Study by Local Government Areas Schools and Teachers

S/N	Local Government Areas	Number of Schools	Number of Teachers
1.	Nasarawa Eggon	24	512
2.	Akwanga	19	426
3.	Wamba	12	302
4.	Keana	11	278
5.	Awe	18	429
6.	Obi	16	316
7.	Lafia	37	745
8.	Doma	26	635
9.	Keffi	16	387
10.	Kokona	14	319
11.	Karu	18	384
12.	Nasarawa	15	284
13	Toto	20	449
Total		246	5466

Source: Nasarawa State Teacher Service commission, 2017

Sample and Sampling Technique

The sample of this study consists of 657 teachers, 28 senior secondary schools in the selected 6 Local Government Areas of Nasarawa State. Stratified random sampling was employed to select the respondents for the study. In the first phase, the population of the study was stratified based on local government areas, schools, and teachers. In the second phase, a simple random sampling technique was used to select 6 local government areas based on 45% while 30% was used to select schools and respondents. The final selection technique was carried out using the lucky-dip method of simple random sampling in which the serial numbers bearing odd and even numbers in the sampling frame were recorded on pieces of papers that were folded and mixed thoroughly for all the 13 Chief Inspectors of Education (C.I.E.), the 6 chief inspectors of education of the local government areas that picked the pieces of papers bearing odd numbers were used for the study. Principals of all

the schools in the 6 selected Local Government Areas were equally presented with a mixed piece of papers bearing “NO” and “YES”. The 28 schools which their principals picked the pieces of papers bearing “YES” formed the sample schools for the study. See table 2 below for details of the distribution of the population of the study by local government areas, schools, and respondents:

Table 2: Distribution of Sample of the Study by Local Government Areas, Schools, and Respondents

S/N	Sampled Local Government using 50%	Areas Sampled using 30%	Schools Number using 30%	of Teachers
1.	Nasarawa Eggon	7	153	
2.	Akwanga	5	127	
3.	Keana	3	83	
4.	Keffi	4	94	
5.	Karu	5	115	
6.	Nasarawa	4	85	
Total		28	657	

3.4 Methods of Data Collection

A self-developed researcher’s instrument was used for data collection from the respondents. The instrument is called the Teachers’ Questionnaire on Work conditions and Teacher Effectiveness in Nasarawa State Secondary Schools (TQWCTENSSS). The questionnaire consists of two sections. Section A sought information on the bio-data of the respondents. The bio-data information includes years of teaching experience and the number of subject (s) being taught while Section B consist of 25 items constructed based on 5-point rating scale given as follows: VE=Very Effective (5), QE= Quite Effective (4), FE=Fairly Effective (3), LE=Low Effective (2) and NE= Not Effective (1).

3.5 Validation of the Instrument

The instrument was subjected to experts’ judgment for validation. The instrument was validated using the metrics of relevance, appropriateness, and comprehensiveness of the

items. The validation aimed to determine the logical validity index of the instrument. The instrument yielded 0.85 as the content validity index.

3.6 Reliability of the Instrument

The instrument was pilot tested on a small portion of the population that was not part of the sample respondents. The instrument was pilot tested on 20 teachers in GSS Uke to determine the reliability of the instrument. The instrument was re-administered to this similar group after two weeks. Cronbach coefficient Alpha method was used to compute the coefficient of internal consistency. The coefficient of internal consistency of 0.75 was obtained which means the instrument is considered suitable for data collection.

3.7 Administration of the instrument

With the cooperation and encouragement of the target schools, the researchers administered the instrument. The researchers' supervisory institution issued an introductory letter. Nasarawa State University, Keffi, specifically in the Department of Educational Administration and Planning, Faculty of Education. The researcher used the "wait and take method" to retrieve the questionnaire from the respondents.

3.8 Methods of Data Analysis

Descriptive statistics used to cover the mean and standard deviation. The descriptive statistics employed to respond and provide answers to the question raised. the research questions while Pearson's product-moment correlation (PPMC) was employed to test all the hypotheses. Pearson's product-moment correlation is a suitable statistical tool for testing hypotheses that involve relationships between 2 or more variables. The decision

criterion for accepting or rejecting any of the items under the research questions is 3.0 while that of the null hypothesis was 0.05 level of significance.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Analysis of Research Questions

Data presentation and analysis from the study on Teachers' Work conditions and their Effectiveness in Public senior secondary schools in Nasarawa. Descriptive statistics (weighted mean and standard deviation) were used to answer all the research questions while Pearson's product-moment correlation was used to test the null hypothesis at 0.05 level of significance.

Research Question 1:

What is the nature of work conditions in public senior secondary schools in Nasarawa State in terms of professional development, teachers' salary structure and job security?

Table 3:

Mean and Standard Deviation Analysis Showing the Nature of Work conditions in Public senior secondary Schools in Nasarawa State

S/N	Area Councils	Means	SD	Decision
1.	Nasarawa Eggon	2.30	0.55	Below
2.	Akwanga	3.00	0.60	Average
3.	Keana	2.80	0.75	Below
4.	Obi	2.20	0.68	Below
5.	Karu	2.60	0.85	Below
6.	Nasarawa. Toto	2.45	0.59	Below
Average		Mean= 2.55	0.67	Below

Scale Mean = 3.0

Table 3 showed the nature of work conditions in public senior secondary schools in Nasarawa State. The Table indicated that Nasarawa Eggon had the mean value of 2.30 and standard deviation of 0.55, Akwanga had the mean value of 3.00 and standard deviation of 0.60, Keana had the mean

value of 2.80 and standard deviation of 0.75, Obi had the mean value of 2.20 and standard deviation of 0.68, Karu had the mean value of 2.60 and standard deviation of 0.85 and Nasarawa Toto had the mean value of 2.55 and standard deviation of 0.67. The analysis of the results, however, indicated that the average mean of 2.55 is lower than the scale mean of 3.0, this, therefore, means that there is poor nature of work conditions of teachers in public senior secondary schools in Nasarawa State.

Research Question 2:

What is the nature of teachers' effectiveness in public senior secondary schools in Nasarawa State in terms of curriculum implementation, control of students' behavior, regular preparation of lesson notes and use of instructional materials?

Table 4:

Mean and Standard Deviation Analysis Showing the Nature of Teachers' Effectiveness in Public senior secondary Schools in Nasarawa State

S/N	Area Councils	Means	SD	Decision
1.	Nas Eggon	2.85	0.74	Below
2.	Akwanga	2.50	0.60	Average
3.	Keana	3.09	0.55	Above
4.	Obi	2.90	0.61	Below
5.	Karu	2.66	0.48	Below
6.	Nas. Toto	2.35	0.70	Below
		Average Mean= 2.72	0.61	Below

Scale Mean = 3.0

Table 4 indicated that Nasarawa Eggon had the mean value of 2.85 and standard deviation of 0.74, Akwanga had the mean value of 2.50 and standard deviation of 0.60, Keana had the mean value of 3.09 and standard deviation of 0.55, Obi had the mean value of 2.90 and standard deviation of 0.61, Karu had the mean value of 2.66 and standard deviation of 0.48

and Nasarawa Toto had the mean value of 2.35 and standard deviation of 0.70. The analysis of the results showed that the average mean of 2.72 is lower than the scale mean of 3.0, this, therefore, means that there is a low level of teachers' effectiveness in public senior secondary schools in Nasarawa State.

4.2 Testing of Hypotheses

Hypothesis 1:

There is no significant relationship between work conditions and teachers' effectiveness in public senior secondary schools in Nasarawa State.

Table 5:

Correlation Coefficient Analysis Showing the Relationship between Teacher Work conditions and Teacher Effectiveness in Public senior secondary Schools in Nasarawa State

S/N	Variable	$\bar{X}\bar{X}$	r-cal	r-tab	Level of Sig. 0.05
1.	Work conditions				
2.	Teacher Effectiveness	3.50	0.88	0.078	Significant

Df = 655, $\alpha = 0.05$, © SPSS version No. of Schools=28 No. of Respondents=657

Table 5: indicated the correlation coefficient of the significant relationship between teacher work conditions and teachers' effectiveness in public senior secondary schools in Nasarawa State. The analysis of the results showed that the r-calculated value is 0.88 while the r-table value is 0.078 at the significant level of 0.05 and 655 as the degree of freedom.

Since the calculated value is above the table value, the null hypothesis is therefore rejected which means that there is a significant relationship between teachers' work conditions and teachers' effectiveness in public senior secondary schools in Nasarawa State.

Hypothesis 2:

There is no significant relationship between teachers' professional development and effectiveness in public senior secondary schools in Nasarawa State.

Table 6:

Correlation Coefficient Analysis Showing Relationship between Teachers' Professional Development and Teacher Effectiveness

S/N	Variable	$\bar{X}\bar{X}$	r-cal	r-tab	Level of Sig. 0.05
1.	Teacher Professional Development				
2.	Teacher Effectiveness	3.66	0.75	0.078	Significant

Df = 655, $\alpha = 0.05$, © SPSS version No. of Schools=28 No. of Respondents=657

Table 6 indicated the correlation coefficient of a significant relationship between teachers' professional development and teachers' effectiveness in public senior secondary schools in Nasarawa State. The analysis of the results indicated that the r-calculated value is 0.75, r-table value is 0.078 at the significant level of 0.05 and 655 as the degree of freedom. Since the calculated value is above the table value, the null hypothesis is therefore rejected which means that there is a significant relationship between teacher professional development and teacher effectiveness in public senior secondary schools in Nasarawa State.

Hypothesis 3:

Teachers' salary structure does not significantly influence teacher effectiveness in public senior secondary schools in Nasarawa State.

Table 7:

Correlation Coefficient Analysis Showing the Relationship between Teacher Salary Structure and Teachers' Effectiveness in Public senior secondary Schools in Nasarawa State

S/N	Variable	$\bar{X}\bar{X}$	r-cal	r-tab	Level of Sig. 0.05
1.	Teacher Salary Structure				
2.	Teacher Effectiveness	3.45	0.68	0.078	Significant

Df = 655, $\alpha = 0.05$, © SPSS version No. of Schools=28 No. of Respondents=657

Table 7 showed the correlation coefficient of a significant relationship between teacher professional development and teachers' effectiveness in public senior secondary schools in Nasarawa State. The analysis of the results revealed that the r-calculated value is 0.68, r-table value is 0.078 at the significant level of 0.05 and 655 as the degree of freedom. Since the calculated value of 0.68 is greater than the table value of 0.078, the null hypothesis is therefore rejected which means that there is a significant relationship between teacher salary structure and teachers' effectiveness in public senior secondary schools in Nasarawa State.

4.3 Discussion of Findings

Hypothesis one revealed that a significant relationship exists between work conditions and teachers' effectiveness in public senior secondary schools in Nasarawa State. The details of the findings revealed that at a degree of freedom of 655 and 0.05 level of significance, the r-calculated value of 0.88 that was obtained is above the r-table value of 0.078. The findings of this study agreed with Akande (2014) who ascertained that significant relationships exist between conditions of service and teachers' job performance in Secondary Schools in Kogi State, Nigeria. Work conditions are the factors that involve the physical environment of a job such as the amount of job, facilities for performing the job, social relationship, conditions of office and general appearance of the workplace. If the work conditions of a school is conducive, it will induce effective job performance among

staff. Work conditions are said to be conducive to the school system when school administrators provide the staff with a safe and healthy environment. Furthermore, the availability of necessary equipment and other infrastructures can also influence the effectiveness of teachers in terms of performing their job. Managers of secondary schools are obliged to make the school environment to be safe, healthy, adequately furnished and attractive to enable teachers to function effectively in performing their teaching responsibilities. Work conditions create a positive impact in enhancing the effectiveness of teachers because teachers prefer the school environments that are safe, clean and comfortable for works. Work conditions affect teachers' emotions, their perceptions of self-efficacy and their commitment to remain in the teaching profession. School managers are expected to identify different conditions of service that influence job effectiveness among teachers. The role of the instructor is to teach, train, provide instructional guidance, encourage the search for scientific knowledge and perform frequent assessments. Given the essential and complex nature of the teacher's job, the necessary tools and supportive work environment need to be provided to encourage teachers' successful execution of tasks. Providing a favorable physical and psychological work atmosphere helps promote the quality of work among teachers.

The findings of the study in Table 7 (hypothesis 2) further revealed that there is a significant relationship between teacher professional development and teachers' effectiveness in public senior secondary schools in Nasarawa State. The details of the results indicated that at 0.05 significant level and 655 degrees of freedom, the r-calculated value of 0.75 that was obtained is above the r-table value of 0.078. The findings agreed with Kajo (2011) who

concluded that the work conditions, indices of professional development, supervision of instruction, staff participation in decision making and regular promotion act as constraints to teachers' effectiveness in Government Secondary Schools in Benue State, Nigeria. Professional development is the process of acquiring skills and knowledge to equip teachers to perform their teaching job effectively. Professional development is the education given to teachers to equip them to contribute meaningfully towards the attainment of educational goals. Staff development is very necessary for secondary schools as it enhances teacher performance. Professional development is meant to ensure that teachers improve their abilities and teaching skills by becoming more effective and efficient at their workplace. Granting teachers opportunities for further studies is very important as it helps them to acquire more teaching skills and knowledge needed for effective teaching. It is pertinent that at one time or another, teachers require different forms of development to maintain an effective level of job performance in the future. The curriculum will be person-oriented as well as job-oriented as well as a follow-up to performance evaluations. In an evolving environment and conditions, improvements in technology, teaching strategies and approaches and improvements in teacher training and quality and in student learning, the value of improving the school staff can not be grossly overstated. However, when teachers are not given opportunities to be developed professionally, they will not be able to update their knowledge of the current issues required for effective teaching in the 21st century.

Finally, the study results revealed that there is a substantial connection between the pay structure and the effectiveness of teachers at Nasarawa State's public senior secondary schools. Information on the results showed that the r-calculated value of 0.68 was obtained

at the degree of freedom of 655 and 0.05 level of significance and is above the r-table value of 0.078. The finding of the study agreed with Oredein (2014) that there is a significant positive relationship between the factors that bring about teachers' conditions of service to work such as periodic review of salaries, provision of opportunities for professional development and their job performance. Salary is the money that teachers receive for their teaching job. It has an important influence on job performance among teachers. Man is economical, as a result, his happiness and satisfaction depend on the money he receives as salary. Salaries received by teachers are important because, with money, teachers can satisfy their needs of security, recognition, and affiliation that in turn influence them to be more active and effective in performing their job. The nature of teachers' salaries determines their social status and their ability to live a standard life that will influence them to perform their job with a high amount of dedication and commitment. Salary is a paramount issue to teachers as they use it to satisfy the basic needs that will energize them to undertake their teaching job successfully. A high salary structure helps teachers meet some of their personal and household needs, such as food, eating, rent payments, school fees, and so on because teachers can not be physically and mentally healthy to do their job effectively without the basic needs listed above. The incentive program that comes in the form of salaries tends to give teachers greater output and productivity by enabling them to develop a positive interest in the teaching profession.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary of Major Findings

The following are a summary of the major findings:

- 1) The results of this research in Table 3 (Research question 1) revealed that there are inadequate work conditions of teachers in public high schools in Nasarawa State since the mean average of 2.55 is lower than the mean 3.0 scale. The results of hypothesis one in Table 6 suggested that in Nasarawa State secondary schools there is a significant relationship between work conditions and the effectiveness of teachers because the r-calculated value of 0.88 is above the r-table value of 0.078.
- 2) The findings of the study on Table 4 (research question 2) revealed that there is a low level of teachers' effectiveness in public senior secondary schools in Nasarawa State since the average mean of 2.72 is lower than the scale means of 3.0. The findings in Table 7 (hypothesis 2) showed that the null hypothesis was rejected indicating that there is a significant relationship between teacher professional development and teachers' effectiveness in public senior secondary schools in Nasarawa State since the r-calculated value of 0.75 is above the r-table value of 0.078.
- 3) The findings of hypothesis 3 (Table 7) also revealed that there is a significant relationship between salary structure and teachers' effectiveness in public senior secondary schools in Nasarawa State because the r-calculated value of 0.68 is greater than the r-table value of 0.078.

2 Conclusion

The following conclusions were drawn based on the findings of the study:

The study concluded that the nature of the work conditions of teachers determines the level of their effectiveness in performing their teaching responsibilities in public senior secondary schools in Nasarawa State. When the work conditions of teachers are poor, they will be discouraged from performing their job at the maximum level to enhance their effectiveness in the teaching profession.

There is poor professional development of teachers in public senior secondary schools in Nasarawa State. The low level of job effectiveness among teachers occurs as a result of poor professional development because teachers are not given enough opportunity to update their knowledge and skills that will portray them as effective teachers.

The level of teachers' job effectiveness depends on the nature of their salary structure in public senior secondary schools in Nasarawa State. The higher the salary structure, the more teachers will become effective. The nature of teachers' salary determines their level of commitment and their ability to effectively perform their teaching responsibilities.

2.3 Limitations of the Study

The researcher was confronted with the following limitations in the course of undertaking this study:

1. The researcher was faced with the problem of securing the cooperation of the respondents in some sampled secondary schools despite the letter of introduction which explained the purpose of the questionnaire. Some respondents felt that the questionnaire was meant to identify some of their weak areas so that the outcomes

could be used to initiate disciplinary actions against them. As a result, the researcher made use of only the available respondents to complete the questionnaire.

2. Irrespective of the instruction that was clearly stated on the questionnaire on how the respondents were to complete the questionnaire, some respondents did not complete the questionnaire appropriately which rendered some of the questionnaire invalids.

5.4 Recommendations

The following recommendations were made based on the findings of the study:

1. The Nasarawa State's government needs to adhere strictly by providing teachers with adequate work conditions as spelled out by Teachers' Registration Council of Nigeria (TRCN) to enable them to be more committed, dedicated and become effective in performing their jobs.
2. The Nasarawa State Teachers' Service Commission needs to earmarked special funds for compulsory further education by all teachers in Nasarawa State's secondary schools so that continuously, they will acquire the relevant knowledge and skills needed for effective teaching.
3. The principals and Nasarawa State's branch of the National Union of Teachers (NUT) need to collaborate with the Nasarawa State Teachers' Service Commission to influence the state's government to pay teachers the appropriate salary structure that is approved by the federal government. The payment of such salary structure will boost the morale of teachers and position them to become effective in performing their teaching roles.

5 Suggestions for Further Studies

The following areas have been suggested for further studies by prospective researchers:

1. Further study needs to be conducted on conditions of service and staff job performance in Nasarawa State's owned tertiary institutions.
2. Further study also needs to be conducted on work conditions and staff job effectiveness in Nasarawa State's junior secondary schools.

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NDIXES

ndix A: Teachers' Questionnaire on Work conditions and Effectiveness in (TQWCTE) School of Postgraduate Studies, Nasarawa State University, Keffi.

Respondents,

Teachers' Questionnaire on Work conditions and Teacher Effectiveness (TQWCT)

This questionnaire is designed to examine teacher work conditions and teacher effectiveness in Nasarawa State secondary schools. I am a research student of Nasarawa State University Keffi, pursuing a master's degree in Educational Administration and Planning. Please rate the following items by ticking against an option that best represents your view about the nature of teachers work conditions and their effectiveness in public senior secondary schools in Nasarawa State. Note that no option is either right or wrong. The researcher is depending on your honest view and such a view will only be used for this study. To further assure you of confidentiality, you do not need to write your name. The questionnaire is in two sections. Section A contained information on the bio-data of the respondents while section B contained information on the factors that determine the leadership between teachers' work conditions and their effectiveness in public senior secondary schools in Nasarawa State. Please read the instruction before completing each section.

Yours sincerely,

Mogbolu, Vivian Oby

SECTION A - Bio-Data

Indicate by ticking or filling any of the options below that applies to you:

1. Years of teaching experience (A) 1-5 (B) 6-10 (C) 11-15 (D) 16 years and above
2. Number of the subject (s) you are teaching: (A) Only one (B) Two (C) Three and above

SECTION B – Teachers’ Questionnaire on Work conditions and Effectiveness (TQWCTE)

The questionnaire below consists of a list of suggested opinions on work conditions and teacher effectiveness in public senior secondary schools in Nasarawa State. Indicate by ticking the extent to which you consider each item as the work conditions related factors that determine teacher job effectiveness as there is no right or wrong answer. Use the five-points rating scale below: VE=Very Effective (5), QE= Quite Effective (4), FE=Fairly Effective (3), LE=Low Effective (2) and NE= Not Effective (1).

S\N	ITEMS	VE	QE	FE	LE	NE
Nature of Work conditions of Teachers						
1.	Teachers are regularly trained.					
2.	Teachers’ professional development programs are not well-designed.					
3.	The salary of teachers is promptly paid.					
4.	Teachers receive the least salary as compared to workers in other organizations.					
5.	There is high job security for teachers					
6.	Teachers are sacked without due process					
Nature of Teacher Effectiveness						
7.	Teachers are very effective in curriculum implementation.					
8.	Teachers are very effective in classroom management					
9.	Teachers display a high level of enthusiasm while teaching students.					

10.	Students well-monitored by teachers to be successful in their academic pursuits.					
11.	Instructional materials are effectively used by teachers during lessons.					
12.	Teachers are very effective in preparing comprehensive lesson plans.					
13.	Teachers are very effective in controlling students' behavior.					
14.	Teachers very skillful for improvising instructional materials that will aid effective teaching.					
Nature of Teacher professional Development						
15.	Seminars and conferences are organized regularly for teachers					
16.	Adequate provisions for in-service programs are made for teachers by their employers.					
17.	Experienced teachers are very effective in coaching new teachers to acquire relevant teaching skills.					
18.	Induction courses are well-organized for teachers.					
19.	Staff development is an effective tool for equipping teachers with new teaching methods and skills.					
20.	Staff development programs for teachers are not well-properly designed.					
Nature of Teacher Salary Structure						
21.	Conditions for increasing teachers' salaries are clearly spelled out by their employers.					
22.	Teachers' salary is highly adequate					
23.	Teachers' basic salary is not well-designed to correspond with the services they render.					
24.	Teachers' salary is paid based on approved salary scale by the government.					
25.	Teachers do not require a high salary structure for effective job performance.					

VALIDATION SCALE

Dear Sir,

Please rate the questionnaire in terms of relevance for the above reason using the five-point scale shown below:

Items	Very Relevant (5)	Quite Relevant (4)	Fairly Relevant (3)	Just Manageable (2)	Irrelevant (1)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Suggestions for improvement:

Name _____ Signature _____ Date _____

APPENDIX C

Efficient of Reliability of the Teachers' Questionnaire on Work conditions and Teacher Effectiveness in Public senior secondary Schools in Nasarawa State (TQWCTE) using Cronbach Alpha Method of Estimating Reliability.

```
RELIABILITY
/VARIABLES=VAR00001 VAR00002
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE HOTELLING CORR COV
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.
```

Reliability

Notes

Output Created		03-04-2018 05:09:14
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	26
Missing Handling	Value Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL MEANS VARIANCE COV CORR.
Resources	Processor Time	00:00:00.015
	Elapsed Time	00:00:00.019

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.750	25