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PREDICTORS OF JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN IBADAN METROPOLIS

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Abstract

Students' performance in secondary schools in recent time have been below the expected standard based on the reports of public examination bodies (WAEC and NECO). Most often time teachers are blamed for this occurrence which suggests that job performance of teachers has been below the standard. This study therefore investigated teachers' characteristics and welfare package as predictors of job performance among secondary school teachers in Ibadan Metropolis. The research design used in the study was survey, one hundred (100) teachers and three hundred (300) students were drawn through multi-stage sampling techniques from five local governments within Ibadan metropolis. Four research instruments were used to collect data and four research questions were raised and answered in this study. The data obtained were analyzed using multiple regressions and descriptive statistics. The result show positive relationship between welfare package and teachers' job performance ($R=.851$, multiple R square of .725 with Adjusted R square of .621). Moreover, the welfare package explains 62% of the variance observed in teachers' job performance. The observed variance was statistically significant at $F(df=5, 17) = 7.015, p < 0.05$. Likewise, the findings show positive relationship between teachers' characteristics and teachers' job performance ($R=.627$, a multiple R square of .393 with Adjusted R square of .234 and teachers' characteristics accounted for 23% of the variance observed in teachers' job performance. The observed variance was statistically significant at $F(df=6, 23) = 2.479, p > 0.05$. The eleven components of the welfare package and teachers' characteristics jointly considered accounted for 73% of the observed variance in teachers' job performance and statistically significant at $F(df=12, 10) = 5.983, p < 0.05$. Based on the findings of the study, it was observed that there are positive relationships between welfare package, teachers' characteristics and teachers' job performance. Therefore, when

teachers possess good characteristics (in terms of qualification and teaching experience) and government increases teachers' welfare package this will directly enhance job performance among the teachers. It is therefore, recommended that government should encourage teachers to put in their best and develop positive attitude towards teaching by improving on the welfare packages for teachers and prompt payment of salary.

Key words: Welfare package, Teachers' characteristics, Job performance, secondary schools.

Introduction

Education is the cornerstone of economic growth and social development. It is a principal means of improving the welfare of individuals. It increases the productive capacities of societies and country's political, economic, social and cultural institutions. Education is a paramount tool for any meaningful and worthwhile development in the society and for any nation to develop; she must first develop her citizens through the provision of functional education (Araromi & Adeyoju, 1996; Adeyemo, 2000). Education transmits wisdom and knowledge of the older generation to the younger ones, to help them become functional members of the society.

Teaching has been opined as a communication between two or more people who influence each other by their ideas and learn something in the process of their interaction (Okunogbe, 2005). Teaching is filling the mind of the learner with information and knowledge or facts for future use. The world book (2002) explained that teaching is helping other people to learn. It helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to live a useful and rewarding life. Osokoya (2003) asserted that teaching is important in any educational system, because the quality of teachers in any educational system determines to great extent the quality of the system. Recognizing the importance of teaching by the Federal Government of Nigeria, in the national policy on education, the government in 2004 stressed that teacher education will continue to be given a major emphasis in all our educational planning, since no education system can rise above the quality of its teachers.

The role teachers' play in education process is so crucial that they should possess certain basic characteristics to help them function effectively and efficiently in the classroom. McGregor (1960) cited in Akintayo (2001) argued that, the performance of an individual at work in an organization is a function of certain characteristics of such an individual, which includes: gender, year of experience, qualification, attitude and certain effects of the environment: the nature of his job, motivation and the leadership style of his boss or administrator. This corroborates Adeniji, (1999) who asserted that, the performance of a person on a job is considered a function of two different variables. One of these refers to abilities or skills of the individual to perform the job and the second refers to his motivation to use this abilities or skills in the actual performance of the job.

Gender of the teachers has been investigated in relationship with job performance, Jembola

(2000) in his study of some teachers' characteristics as predictors of students' achievement in Mathematics reported that teachers' gender made a specific contribution on their job performance as it directly or indirectly influence students to learn. Swaffield (1996) asserted that when teachers take on teaching responsibility contrary to their gender-linked roles, their teaching effectiveness was observed as being inferior to similar courses taught by their counterpart who take gender-linked roles. Martin, Kimberly and Smith (1990) found that there were no significant main effects due to the gender of teachers in the areas of classroom management, communication skills, imagination and general efficiency. Although female teachers were rated higher than their male counterparts in the areas of organization but no significant interaction effects was discovered between the age and gender of the teachers in the areas of communication, classroom management, and imagination. Osafehinti (1995) was of the opinion that the gender of teachers has a great bearing upon their classroom interaction. According to him, male teachers are noted for tolerance and dynamism in the classroom than their female counterparts.

Researchers are of the opinion that age of the teachers has some relationship either positively or negatively with teachers' effectiveness. Ojo (2001) in his study of the influence of personal factors on teachers' job satisfaction and commitment use sample of one hundred and fifty participants and discovered that age was influential on teaching performance as people in the age bracket 20-25 years are more dedicated and recorded high performance at work. Habecker (1981) in his study discovered that teachers' performance does not necessarily decrease with advanced age.

There are varied opinions on how qualifications and training of teachers affect their performance. Veenman (1995) revealed from his study that no significant differences were found in job performance between the teachers with educational background and those without educational background. Gabriel (2009) reviewed studies on teachers' characteristics and stated that higher qualification of the teachers was important for teaching at the secondary school level; in particular for science subjects; teacher training and qualification have a positive effect on their job performance. He stressed the fact that more intelligent and knowledgeable teachers produce higher job performance. Darling-Hammond (2000) reported that teachers' academic qualification is the most consistent significant predictor of teaching effectiveness as measured by students' achievement in reading and Mathematics.

Experience plays a major role in the effectiveness of any worker in an organization. Adeyemi (2008) asserted that teaching is a complex and demanding profession that requires skill in management and fast decision making, patience, empathy, communication skill, careful planning, stress tolerance, deep subject knowledge and psychological insight. One cannot acquire a high level of expertise within only a few years of practical teaching experience. Therefore, the more experienced the teacher is the better performance that can be expected of him/her. Moreover, Hanushek (1995) cited in Afolabi (2011) discovered that teachers' experience has a more positive relationship with teachers' productivity. He

was of the opinion that fresh graduates are not recommended to handle some sensitive subjects and classes, as many fresh graduates still struggle between practice and theory in their teaching career. He concluded his argument that teachers need experience over the year to put in practice many teaching skills that will enhance smooth teaching-learning process. World book (2002) explained teacher characteristics to be, the qualities that are typical and easy to recognize that make them different from other profession and operate effectively in their profession.

Welfare package contain those psychological processes that cause arousal, direction and persistence of voluntary actions that are goal directed and enhance higher job performance. Durosaro (2000) was of the opinion that welfare package is a drive or an encouragement within a typical human organization. In other words, it is an important tool in any organization, since it is a means of making workers gear their efforts towards the achievement of organization goals and objectives. Likewise it encourages an individual worker to contribute productive action towards the realization of organization goals. He assumes that if the incentive is high there is tendency that workers productivity will be higher.

Therefore, to enhance employees' job performance the various element of human resource management must be co-ordinated into a unified programme aimed at making job easier and encouraging for the workers. Zweig (2005) stated that good salary have some strong relationship with workers' productivity as the satisfaction enjoy from the salary propel an employee to be more productive. He described allowances as other incentives apart from salary received by the worker which could be in terms of housing, seminar, car allowances as well as special gratuity given to individual employee for making valuable suggestions or support for the progress of the organization.

Teachers are instrumental to the success of any educational programme (F.R.N, 2004). Their indispensable role should attract meaningful welfare package attached to the profession by the government. However, it is discouraging that the society today looks down on teachers. Teachers' socio-economic status appears to have continued to fall at an increasing rate despite all the promises of various governments to improve their lot. For government to improve the teachers' job performance there are some basic things that must be put in place, among such include regular in-service-training, provision of modern facilities, teaching aids, promotion and prompt payment of salaries (The Vanguard, 2010). This view was corroborated by Adesuyi (1981), who established that there is significant relationship between welfare package and workers job performance, as the benefit positively motivate the workers to work hard. Ajibade (1994) found that good remuneration not only attracts teachers but also retains them and makes them perform more effectively and efficiently. Salami (1999) pointed to the fact that the teachers nowadays lack job satisfaction. According to him, teachers are leaving the teaching profession because of poor salary, intolerable condition of service and low prospects among other reasons.

In a study conducted by Adaralegbe (1974), it was found that teachers have frustratingly left the teaching profession for the private sector or further studies because of poor remuneration. Wayne (2000) asserted that wages and salaries are factors that encourage workers to perform their job well, that wages and salaries that are sufficient and timely paid as well as awards for responsibility, achievement and excellent service will propel a worker to work hard. Adelabu (2005) asserted that teachers and other school workers tend to remain contented and reasonably encouraged as long as salaries, incentives are paid promptly and promotion granted regularly. Taylor (1947) cited in Adeniji (1999) in his scientific management theory, recognized money as the most important factor in propelling workers to achieve greater productivity. Ubom (2002) stated that in Nigeria prompt payment of salaries induced greater commitment to teaching and that school heads often complained about teachers not willing to work because of delay in payment of salaries and other allowances.

Salary determines the status of workers; employees who earn higher salary feel satisfied and perform their job well compared to their counterparts who are low income earners. Broad (1994) cited in Wayne (2000) assumed that tangible allowance, adequate salary, timely promotion, staff training and rewards are the prime factors that induce workers to perform their job well. Oguntola (2006) viewed promotion as an aspect of encouragement to workers. He examined it from the angle of behaviourism as a way of rewarding people for their efforts and services and it boosts morale and encourages workers to work hard, as well increases productivity and effectiveness. He was of the opinion that lack of it could lead to low staff morale which may result into frustration and premature retirement. Fagbemiye (1981) expressed the view that the major factor contributing to teacher attrition, inefficiency and a fall in the standard of education is the poor image of teachers which has to do with their neglect by government.

Furthermore, it has been observed that a worker who is adequately motivated is a better performer at job than his counterpart who is not. Also, one cannot get the best out of a worker through coercion but ability to understand individual's needs and what could motivate such workers, are the two important things that could make the workers perform better (Akinola, 1995). Udoji commission in 1972 made the most significant impact on teachers' status and welfare in Nigeria. The major achievement of the commission was that it harmonized the public sector salaries by bringing all public sector workers under one unified salary scheme and also ensured that teachers enjoyed comparable salary status with other key public sector workers. The commission succeeded in re-grading the existing categories of teachers into nine levels, but it failed to harmonize the salaries and other conditions of service of teachers in respect with the rest public service professions, which has remained a source of major dissatisfaction among teachers. Various administration had promised the Nigerian teachers several welfare packages which consist of periodic workshop and seminar allowance, car loan, leave bonus, housing loan, health care services, salary etc. as at when due. But most of these have turn out to be empty promises.

Over the years, a number of researchers have been interested in the assessment of the performance of the workers on their job although quite a number of them are yet to reach a consensus on an adequate criterion of what leads to good or bad performance on the job or task. Friend-Lander (1980) cited in Akinola (1995) explained good performance as that behaviour which a particular organization condones and probably rewards. He argued further that all organization has specific goals to achieve and staff must be motivated towards this end, that without motivation, performance of staff will be adversely affected.

Leeds and Stainton (1972) cited in Okunogbe (2005), described the concept of job performance as a person's ability, the quality of his tools and materials, the nature of the work environment, job efficiency/ managerial co-ordination of the efforts of the work force all assist the effective performance of a task and also depends on the worker's motivation and morale. Past researches, have observed that teachers' job performance does not meet the society's expectation.

It is pertinent to state that students' performances in secondary schools in recent time have been below standard based on the results of public examinations conducted by WAEC and NECO. Most often time teachers are blamed for the poor performances, which suggest that job performance of teachers have been below standard. Commitment to teaching, a hall mark of a good teacher has dwindled as majority of teachers engaged in other economic activities for survival. This often time leads to lateness or absence in school and classes. The implications of these for job performances are grave. However, teachers have often attributed woeful performances of students in final examinations and poor job performance to poor welfare packages provided by government. Several studies had researched into some aspects of teachers' welfare and its implication for job performance, but it seems only few had attempted to investigate the relationship between job performance, welfare packages and teachers' characteristics. Therefore, this study investigated the relationship between welfare package, teachers' characteristics and job performance among public secondary school teachers.

Research questions

Based on the stated problem, this study provided answers to the following questions.

1. What is the relationship between teachers' welfare package and their job performance?
2. What is the relationship between teachers' characteristics and their job performance?
3. To what extent do welfare package and teachers' characteristics variables combine to predict teachers' job performance?
4. What are the relative contributions of the components of welfare package and teachers' characteristics on teachers' job performance?

Methodology

Research design

The study used survey design; this research type was chosen because the researcher does not have control over the variables as their manipulation had already occurred.

Sampling procedure and sample

Multi stage sampling procedure was adopted in this study. First, Ibadan metropolis has five local Government areas; two schools were selected from each of these local governments, making ten (10) schools. From each of these schools, ten (10) teachers were selected for the study using simple random sampling technique making 100 in all. For the assessment of teachers in terms of their job performances, thirty (30) students were randomly drawn using systematic random sampling technique from each sample schools to assess their teachers' job performance. The total sample therefore amount to four hundred (400) participants

Table 1: Sample summary

Name of local governments	Number of sampled schools	Number of teachers sampled	Number of students sampled
Ibadan North L G	2	20	60
Ibadan North East L G	2	20	60
Ibadan South East L G	2	20	60
Ibadan North West L G	2	20	60
Ibadan South West L G	2	20	60
Total	10	100	300

Instrumentation

Four instruments were designed for this study. These are:

Teachers' Welfare Package Questionnaire (TWPQ)

This questionnaire was constructed by the researcher; the instrument is measuring how teachers enjoy adequate welfare package in their profession. It consists of three sections: A, B and C. Section (A) is on teachers' personal data: which consists of the teachers' gender, age, academic qualification, teaching experience. Section (B) consists of teachers' salary per month, access to: free health care service delivery, car loan, housing loan, leave bonus and mode of salary payment. Section (C) consists of forty-one items on teachers' welfare package. The respondents respond along 4-point Likert scale response options, which are: (MT= Most of the time, ST= sometime, LT=less than half of the time, AN=Almost never) as well as (SA= Strongly agree, A=Agree, D= disagree, SD= Strongly disagree). The reliability; content and construct validity of this instrument was established using Cronbach Alpha. The resulting reliability co-efficient is 0.89

Teachers' Classroom Interaction Climate Rating Scale (TCICRS)

This instrument was adopted by the researcher. It was constructed for Universal Basic Education Commission (UBEC) Federal Teachers' Scheme (FTS) by eighteen resource persons with professors' status. The instrument is measuring teachers' classroom interaction climate and it is made up of two sections. Section A is on classroom indicator

which consists of teachers' name, subject taught, period and date. Section B consists of twenty five items on teachers' classroom interaction climate and it was divided into six segments which are: preparation/quality of lesson plan, instructional materials, classroom presentation, classroom management, professional/ personal quality and pupils' activities. The researcher rated along 5-point categories, which are: (5= Excellent; 4= Very good; 3= Good; 2= fair; 1= Poor).

Head Teacher Rating Scale (HTRS)

This questionnaire was adapted by the researcher. It was constructed for Universal Basic Education Commission (UBEC) Federal Teachers' Scheme (FTS) by eighteen resource persons with professors' status. The instrument is a summary of teachers' classroom interaction climate. It is a form of rating scale measuring teachers' general effectiveness in the school and it was administered on school principal to rate their teachers. The reliability; content and construct validity of this instrument was established using Cronbach Alpha. The resulting reliability co-efficient is 0.71

Students' Learning Outcome (SLO)

This is the students' performance (scores) in six selected subjects (English language, Mathematics, Economics, Biology, Agricultural science and Yoruba) from previous examination.

Method of Data Collection

Letter of introduction was taken to each of the sampled schools to seek for permission to use their teachers and students for the research; the researcher interacted with the teachers as well as the students to established good rapport. Two research assistants were trained for this study; the training lasted for one week. In each of the sampled school, the research assistants with the researcher distributed the instruments to the respondents and give instructions on how to fill them. After the administration of the instruments, the researcher and the assistants collected the instruments back for analysis. This lasted for four weeks.

Data Analysis Procedure

Data collected were analyzed using multiple regressions analysis. The breakdowns of the analyses are as follow:

- Research question 1: Multiple regression analysis.
- Research question 2: Multiple regression analysis.
- Research question 3: Multiple regression analysis.
- Research question 4: Multiple regression analysis.

Presentation of results

Research question one: What is the relationship between teachers' welfare package and their job performance?

Table 2.1 : Relationship between teachers' welfare package and their job performance
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851	.725	.621	33.460

Table 2.2: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	47120.023	5	7853.337	7.015	.001
Residual	17912.933	17	1119.558		
Total	65032.957	22			

□ Significant at the 0.05 level

Table 2.3: Coefficients Table

Model	Unstandardized Coefficient		Standardized coefficients	T	Sig.
	B	Std.Error	Beta		
Free health care services	101.939	30.937	.727	3.295	.005
Car loan	-30.610	8.255	-.499	3.708	.002
Housing loan	44.568	23.495	.346	1.897	.076
Leave bonus	-10.799	6.128	-.237	1.762	.097
Welfare package	.538	.612	.163	.879	.052

Result:

From table 2.1, the combination of all the five components of the predictor variable that is: Free health care, leave bonus, car loan, housing loan and welfare package jointly related with job performance with positive high correlation at $R=.851$, a multiple R square of .725 with Adjusted R square of .621. The multiple correlation of .851 indicates a high relationship among the five components of the predictor and the predicted variables. Moreover, as shown in the above modal summary table the combination of the five components of the predictor variables explains 62% of the variance observed in teachers' job performance. The observed variance was statistically significant at $F(df=5, 17) = 7.015, p < 0.05$.

Discussion:

The result as shown in table 2.1 indicated that there is a positive relationship between teachers' welfare package and their job performance. The result of this study supports the finding of (Ajibade 1994) who asserted that good remuneration not only attracts teachers but also retains them and make them perform effectively and efficiently. Likewise, the findings buttress the opinion of Oyeleke in (The Vanguard, 2010) who declared that: for government to improve the teachers' job performance there are some basic things that must be put in place; among such include regular in-service-training, provision of modern facilities, teaching aids, promotion and prompt payment of salaries. Moreover, the finding corroborate (Wayne 2000) who opined that wages and salaries that are

sufficient and timely paid as well as awards for responsibility, achievement and excellent service will propel a worker to work hard.

However, the finding of this study is not in consonance with that of Brown (1954) cited in Adeniji (1999) that was of the opinion that monetary incentives is of much less significance to the workers than had been supposed. He explained that “trying to satisfy people with materials gift is like trying to fill a bottomless pit”. He was of the opinion that work will become an avenue for achieving ego satisfaction by gaining more power and exerting it over others when monetary incentive is introduced. Brown claimed that if the dislike for work and love of money is universal, it would not make sense as there are instances where workers who have been given a new job with higher pay, may continue demanding for increments in salary instead of commensurable performance at work.

Research question two: What is the relationship between teachers' characteristics and their job performance?

Table 3.1: Relationship between teachers' characteristics and their job performance Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627	.393	.234	45.189

Table 3.2: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	30377.988	6	5062.998	2.479	.054
Residual	46966.979	23	2042.043		
Total	77344.967	29			

□ Significant at the 0.05 level

Table 3.3: Coefficients table

Model	Unstandardized Coefficient		Standardized coefficients	T	Sig.
	B	Std.Error	Beta		
Gender	- 20.352	19.464	-.189	-1.046	.307
Age	15.433	12.020	.277	1.284	.212
Academic qualification	8.500	13.842	.123	.614	.045
Teaching experience	20.101	11.551	.344	1.740	.095
Salary per month	28.426	11.428	.531	2.487	.021
Teachers' classroom interaction climate	-.291	.992	.054	.316	.044

Result:

From table 3.1, the combination of all the six components of the predictor variables that is: Gender, Age, Academic qualification, Teaching experience, salary per month, and classroom interaction climate jointly related with job performance with positive correlation at $R=.627$, a multiple R square of .393 with Adjusted R square of .234. The multiple correlation of .627 indicates a moderate relationship among the six components of the predictor and the predicted variable (teachers' job performance). Moreover, as shown in the above modal summary table the combination of the six components of the predictor variables explains 23% of the variance observed in teachers' job performance. The observed variance was statistically significant at $F(df=6, 23)=2.479, p>0.05$.

Discussion:

A positive relationship of teachers' characteristics on job performance buttresses the result of studies carried out by Bowles and Levin (1968) cited in Wayne (2000) which revealed that teachers' characteristics are significantly related to the verbal achievement of twelfth grade Negro students, even when social background factors are held constant. Moreover, they discovered that when schools' factors and teachers' characteristics were entered first in the regression equation obtained from the study, their ability to account for students' achievement was considerably greater, which directly show the level of teachers' job performance. Likewise, the findings of this study is in consonance with Jembola (2000) who studied some teachers' characteristics as predictors of students' achievement in Mathematics and reported that teachers' gender made a specific contribution on their job performance as it directly or indirectly influence students to learn. Furthermore, the result buttresses Adeniji (1999) who asserted that the performance of a person on a job is considered a function of two different variables. One of these refers to abilities or skills of the individual to perform the job and the second refers to his motivation to use this abilities or skills in the actual performance of the job.

Conversely, the findings negate Veenman (1995) who revealed from his study that no significant differences were found in job performance between the teachers with educational background and those without educational background in their job performance. Nwachukwu (2007) result supported Veenman when he asserted that there was no significant difference in the performance of teachers with different professional and academic qualification when compared with the teachers with educational background. Furthermore, the result is not in consonant with Olaniyan (1997) findings who carried out a study conducted on "Employees job performance as affected by demographic variables in Nigeria education system" reported that sex, age, even years of experience did not significantly affect employees' job performance.

Research question three: To what extent do welfare package and teachers' characteristics variables combine to predict teachers' job performance?

Table 4.1: The extent to which welfare package and teachers' characteristics variables combine to predict teachers' job performance**Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937	.878	.731	28.198

Table 4.2: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	57081.832	12	4756.819	5.983	.004
Residual	7951.124	10	795.112		
Total	65032.957	22			

□ Significant at the 0.05 level

Result:

From table 4.1, the combination of all the eleven components of the predictor variables that is: free health care, leave bonus, car loan, housing loan, gender, age, academic qualification, teaching experience, salary per month, welfare package and teachers' characteristics jointly related with teachers' job performance and the correlation is positive and high at $R=.937$, a multiple R square of $.878$, with Adjusted R square of $.731$. The multiple correlation of $.937$ indicates a high relationship among the eleven components of the predictors and the predicted variable (teachers' job performance). Moreover, as shown in the above modal summary table the combination of the eleven components of the predictor variables explains 73% of the variance observed in teachers' job performance. The observed variance was statistically significant at $F(df=12, 10) = 5.983, p < 0.05$.

Discussion:

Deducing from the above result, it is therefore clear that teachers' job performance depend on welfare package and teachers' characteristics as the combination of the eleven component of welfare package and teachers' characteristics jointly predict teachers' job performance. This result emphasis McGregor (1960) findings cited in Akintayo (2001) who argued that the performance of an individual at work in an organization is a function of certain characteristics of such an individual, which includes: gender, year of experience, qualification, attitude and certain effects of the environment: the nature of his job, motivation and the leadership style of his boss or administrator. Also, it is in consonance with Rothman (1969) finding cited in Chidolue (1985) who reported that teachers' effectiveness and job performance cannot be attributed to any one factor, but involves the interaction of several different teachers' characteristics.

However, the findings negate Ishola (1999) result who studied the effect of teacher's characteristics on primary school pupils' achievement in Mathematics. His result showed that there was no correlation between the teachers' gender and their performance as well as

the pupils' achievement in Mathematics. Generally speaking, it is obvious that when workers are given incentives and they are encouraged to improve on their characteristics (e.g. qualification) this will increase the level of their job performance.

Research question four: What are the relative contributions of the components of welfare package and teachers' characteristics to teachers' job performance?

Table 5: Estimate of relative contributions of the components of welfare package and teachers' characteristics to job performance.

Model	Unstandardized Coefficient		Standardized coefficients	T	Sig.
	B	Std.Error	Beta		
Gender	2.901	16.805	.026	.173	.866
Age	21.391	10.805	.334	1.980	.076
Academic qualification	4.770	10.541	.067	.452	.036
Teacher experience	17.351	12.074	.288	1.437	.181
Salary per month	17.902	7.833	.306	1.768	.018
Free health care services	123.490	29.420	.880	4.197	.002
Car loan	20.297	8.044	-.331	-2.523	.003
Housing loan	52.330	23.358	.406	2.240	.049
Leave bonus	-1.144	6.516	-.025	-.176	.864
Teachers' c lassroom interaction climate	1.209	.872	.188	1.387	.015
Welfare package	-.721	.830	-.218	-.869	.045

Result:

Table 5 presents the standard regression co-efficient, the accompany t-values and the significance level. The standardized regression coefficient was used to determine the relative contributions of the variables in the model to the prediction of teachers' job performance. It was found that academic qualification, salary per month, free health care service, car loan, housing loan, teachers' characteristics and welfare package with the beta values of 0.067, 0.306, 0.880, -0.331, 0.406, 0.188, 0.218 respectively contributed significantly in the prediction of teachers' job performance. While gender, age, teaching experience, leave bonus with the beta values of 0.026, 0.334, 0.228, -0.025, respectively contributed insignificantly in the prediction of teacher's job performance.

Discussion:

From the above result it was observed that academic qualification makes significant contribution to teachers' job performance. This might be as a result that many teachers are always looking for a greener pasture. This always propels them to desire the acquisition of more qualification. The finding is not in consonance with Veenman (1995) who discovered that no significant differences were found in job performance between the teachers with educational background and those without educational background. The findings buttresses Adeyemo (2008) who found that increased teacher qualification promotes teaching effectiveness and Ejiogu (1999) who reported that the graduate teachers are more effective and productive than the non-graduate teachers in Business studies.

Also, salary per month contributes significantly in the prediction of teachers' job performance. The findings is in consonance with Adelabu's (2005) assertion that teachers and other school workers tend to remain contented and reasonably encouraged as long as salaries, incentives are paid promptly and promotion granted regularly.

Furthermore, free health care service and welfare package contribute significantly in the prediction of teachers' job performance. This is in consonance with Maslow theory of human need that the first level of need (food, shelter and clothing) is important to an individual, that unless a man is sure that his most immediate needs will be met if not all, is satisfied, he or she will not perform as expected in his job.

In addition, teachers' characteristics contribute significantly in the prediction of teachers' job performance. This is in consonance with McGregor (1960) assertion cited in Akintayo (2001) that, the performance of an individual at work in an organization is a function of certain characteristics of such an individual, which includes: gender, year of experience, qualification, attitude and certain effects of the environment: the nature of his job, motivation and the leadership style of his boss or administrator. This corroborates Adeniji, (1999) who asserted that, the performance of a person on a job is considered a function of two different variables. One of these refers to abilities or skills of the

individual to perform the job and the second refers to his motivation to use this abilities or skills in the actual performance of the job.

Moreover, it was observed that housing and car loan contributed significantly in the prediction of teachers' job performance. This may be as a result of the importance people attached to comfort in life. If the teacher are granted loan to build houses and purchase car it will enhance their mobility and directly enable them to be punctual in school and they on the other hand will want to reciprocate by working hard. This finding is in consonance with Oyeleke's assertion in (The Vanguard, 2010) that; for government to improve the Teachers' job performance there are some basic things that must be put in place such as regular in-service-training, provision of modern facilities, teaching aids, allowance and prompt payment of salary.

Gender made an insignificant contribution to the prediction of teachers' job performance which negates the finding of Jembola (2000) who reported that teachers' gender made a specific contribution on their job performance as it directly or indirectly influence students to learn.

Teachers' experience also contribute insignificant to the prediction of teachers' job performance which negate the finding of Ajayi (1980) cited in Ayodele (1983) who asserted that schools administrators openly demonstrate their strong believe in efficiency brought about by years of experience as they want the most experience teachers in their schools to handle the most strategic, sensitive position or duty post this explain that the school administrator attached importance to experience.

Furthermore, age also contributed insignificantly in the prediction of teachers' job performance which is in consonance with Habecker (1981) who discovered that teachers' performance does not necessarily decrease with advanced age. But this negates the finding of Ojo (2001) in his study of the influence of personal factors on teachers' job satisfaction and commitment. He used sample of one hundred and fifty participants and discovered that age was influential on teaching performance as people in the age bracket 20-25 years are more dedicated and highly performed at work.

Conclusion

The findings of the study revealed that there are positive relationships between welfare package, teachers' characteristics and teachers' job performance. Therefore, when teachers improve on their skills (in term of qualification, teaching experience) and Government increases teachers' welfare package this will directly enhance job performance among the teachers.

Recommendations

Based on the research findings, the following recommendations are made:

- ❖ Government should encourage teachers to put in their best and develop positive attitude by increasing their social recognition, and pay salary promptly.
- ❖ Government should provide learning opportunities for teachers to develop their knowledge, practices and attitude that are needed to achieve general education goals.
- ❖ Teachers who have stayed long in the school and the newly employed ones should still be encouraged to attend seminars/workshops in order to update their knowledge so as to be more effective in their teaching.
- ❖ Teachers should be assigned to teach the subjects of their specialization or subjects in which they profess to have the skill, ability and interest so that their efforts may yield good result.

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