

Privileges Enjoyed by Teachers And Their Job Performance in Public Secondary Schools in Edo Central Senatorial District.

Aiwuyo, O.M.

aiwuyo2014@gmail.com

**Department of Educational Foundations and Management, Ambrose Alli University,
Ekpoma.**

Abstract

This study examined the relationship between privileges enjoyed by teachers and their job performance in public secondary schools in Edo Central Senatorial District. The paper argues that non-monetary incentives such as participation at workshops, seminars, self development, supervision of external examinations and taking part in the decision making process enjoyed by teachers can motivate them to perform thereby boosting their performance. This study covered teachers in public secondary schools in Edo Central Senatorial District of Nigeria comprising of Esan West, Esan Central, Esan South East, Esan North East and Igueben Local Government Areas. The descriptive survey design was adopted for this study. A total of 164 teachers were sampled from a population of 820 teachers in all the public secondary schools in the Senatorial District using a random sampling technique. The instrument used in this study was a self designed questionnaire, entitled “Teacher’s Incentives and Job Performance Questionnaire” (TIJPQ). The Pearson Product Moment Correlation Coefficient was used to test the hypothesis that was formulated. The findings revealed that a very low, insignificant relationship existed between privileges enjoyed by teachers and their job performance and it was recommended that workshops and seminars should be organized for the teachers for self improvement.

Keywords: Privileges, Teacher’s Job Performance, Non-Monetary Incentives.

Introduction

The standard of education in Nigeria seems to have progressively declined. The result of this decline is ineffective teaching in the classroom. (Oyeleke 2012). Oyeleke further alludes that social prestige and privileges historically associated with teachers and the teaching profession have waned drastically which has resulted to the uncommitment and nonchalant

attitudes displayed by teachers which impact negatively on educational service delivery in Nigeria. Ozano (2013) avers that the Nigerian teacher is still subjected to all forms of ridicule and contempt which according to the researcher is most evident at the primary and the secondary school levels. Ozano further argues that teachers' rise to the position of prominence is very slow and sometimes non-existent, the result is a negative re-enforcement which is doing the profession no good.

Teachers are saddled with the onerous responsibility of preparing children to meet the challenges of the future. Apart from teaching knowledge to students in the classroom, teachers play other crucial roles in the lives of children in the classroom. The teacher is a role model to students and parents, a counselor and a mentor. This implies that when they are uncommitted to their responsibility, the children are not well catered for intellectually and otherwise which could be detrimental to the educational system in Nigeria. Oyekele found out in a comparative study that between 1960-1985, teachers were more regarded as elites in the society than in 1986-2010 because teachers of that time (1960-1985) performed the role of community spokesmen, official church clergymen, local community representatives and other prestigious roles in the society. These peculiar roles as investigated in the study seemed to motivate the teachers to perform in that, the finding of the study further revealed that teachers at that period were more committed than those of the 1980 - 2010 group even though individual personalities of teachers overlapped in the two historical periods.

Teaching can be regarded as the oldest and noblest of all professions. The history of education in Nigeria shows that teachers occupied the position of great honour and influence in their communities. They epitomized integrity, knowledge, leadership, moral rectitude and selfless service. Teachers then had peculiar benefit and advantage over other professionals. A

University graduate teacher as far back as early 1970s was entitled to a car loan and other attractive incentives when employed by the government. But over the years, things began to change. In attempt to restore the enviable position occupied by teachers, the teachers' code of conduct was enacted. As contained in the Teachers' Code of Conduct, registered teachers shall enjoy the following rights and privileges:

- a) Legal status as teachers.
- b) Freedom to attach to their names, titles or prefixes as may be determined by TRCN for the identification of registered teachers in Nigeria.
- c) Freedom to impart their professional skills, knowledge and values within the education system, subject to regulation by TRCN.
- d) Participation in all TRCN activities that are open to members.
- e) Letters of credence from TRCN when required by foreign teachers councils or other relevant bodies around the world.
- f) Professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers.

Privileges can be referred to as special benefits granted to or enjoyed by an individual. Privileges of a teacher could be in the form of recognition, peculiar benefits or special treatment given to or enjoyed by the secondary school teacher because of his profession. According to Henderson (2009), privilege has to do with receiving special treatment, typically from government, because of one's special legal status. There are many examples of privileges all around us. Think of the student who is on a federal government scholarship in a Federal University. Such a student is privileged

Sometime ago, some teachers who were on study leave without pay several years ago were granted an extension of service by the state government. The above could also be regarded as a privilege. Privileges enjoyed by teachers could spur them to perform better towards the actualization of educational goals. Thomas (2007) report that teachers who sought greater status in their careers had only one choice, they could become school administrators. This situation limits the ambition of teachers who aspire to such positions as only a few of them can actually become school heads out of the large number of teachers in service. In a study carried out by Hughes (1991), professional growth was identified as a fundamental motivator for teachers. Hughes further posited that teacher's professional learning is a component of their career development that gives them effectiveness and satisfaction in teaching. In the same vein, Lynn (2002), was in support of the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance. Similarly, Photanan (2004) in Muhammad et al (2010) opined that training is one of the most important activities that can be used as a motivational program for employee's development. It is against this backdrop that this study investigated whether the privileges enjoyed by secondary school teachers positively impact on their job performance.

Hypothesis : There is no significant relationship between privileges enjoyed by teachers and their job performance in public secondary schools in Edo Central Senatorial District.

Methods

This study covered teachers in public secondary schools in Edo Central Senatorial District of Nigeria which comprises Esan West, Esan Central, Esan South East, Esan North East and Igueben Local Government Areas. The descriptive correlational survey design was adopted for this study and a total of 164 teachers were randomly sampled from a population of 820

teachers in all the public secondary schools in the Senatorial District. The instrument used in this study was a self designed questionnaire, entitled “Teacher’s Incentives and Job Performance Questionnaire” (TIJPQ) and it was designed to elicit responses from the teachers on the privileges they enjoyed in their schools and how these privileges relate to their job performance. The privileges measured were participation at workshops, seminars, self development, supervision of external examinations and taking part in the decision making process. Out of 164 copies of questionnaires administered, 148 copies were retrieved and analyzed using Pearson Product Moment Correlation Coefficient to test the hypothesis formulated.

Results

Hypothesis: There is no significant relationship between privileges enjoyed by teachers and their job performance.

Table 1: Mean comparison of privileges enjoyed and job performance

Variables	Number of respondents	Scores	Mean
Privilege (X)	148	4,864	5.15
Job performance (Y)	148	2,465	32.80

Table 1 showed a mean score for privilege as 5.15 while that of performance is 32.80.

To further verify the significance of these differences the data was analyzed using Pearson Product Moment Correlation Coefficient for correlating variables as displayed in Table 2.

Table 2: Relationship between privileges and job performance

X	Y	X ²	Y ²	XY	DF(n-2)	r Calculated	r critical
4864	2465	161958	42915	81271	146	.149	0.195

r = .19 less. Very low

As shown in Table 2, the calculated correlation for relationship between privileges and job performance was .149 at 0.05 level of significance. When the calculated value was compared with the strength of Pearson Product Correlation Coefficient relationship, it was found that from the computed data, the independent variable, which was privilege, had a very low relationship with the dependent variable which was job performance. Also, the calculated value, .149 is lower than the critical value, 0.195. Therefore, the null hypothesis was accepted. This implied that there was a very low, insignificant relationship between privileges and job performance as those privileges, such as participation at workshops and seminars, supervision of external examinations and taking part in the decision making process were not satisfactory as expressed by the teachers thus not having a significant relationship with their job performance.

Discussion

The findings of this research revealed that privileges enjoyed by teachers had a very low significant relationship with their job performance. This clearly indicated that majority of the teachers who responded to the questionnaire did not enjoy privileges such as participation at workshops, seminars, attractive pay, taking part in the decision making process and self development. It was also found that, teachers felt that they lacked protection against threats. For instance, sometime in October 2012, some teachers in public schools were dismissed while others were demoted by the State Governor due to their lateness to work, what the State

Governor described as indisciplined. Meanwhile, the Governor also visited some state owned hospitals where some medical doctors had not resumed work before his arrival but they were not sanctioned or disciplined publicly. In line with this finding, Thomas (2007) found that ambition of the teachers is limited as only a few teachers can become school heads out of the large number of teachers in service. Also, Yavuz (2004) found that job related non-monetary incentives like flexible working hours and development opportunities motivate employees intrinsically while Edet (2008) found that teachers' staff development in Cross River State had significant relationship with teachers' punctuality and quality of work. Short et al, (1994) found that teachers' participations in decision making, professional growth and autonomy do empower the teacher to perform on the job.

However, this finding was inconsistent with the finding of a study carried out by Ngimbudzi (2009) which revealed that privileges enjoyed by teachers in public schools in Tanzania contributed significantly to teacher's intention to remain in the teaching job. Such privileges examined included good pay and promotion opportunities. According to Bennel and Akyeampong (2007) very low pay forces a large proportion of teachers to earn secondary income from private tutoring and other activities. This may adversely affect the beneficiaries of education (students), stakeholders and the government, as the teachers tend to devote more time to their businesses than teaching in order to earn extra income to meet their basic needs.

Recommendation

The government and other stakeholders should ensure that teachers have access to workshops and seminars for self improvement and development. Teachers should also be protected against threats from their employers and supervisors.

References

- Bennell, P. and Akyeampong, K. (2007). Teacher motivation in Sub-Saharan Africa and South Asia. DFID, Department of International Development.
- Edet, A.O. (2008). Non – monetary compensation and teachers’ attitude to work in Cross River State.: Implication for quality education. *Global Journal of educational research* Vol 7, No 1 & 2, 37- 42.
- Henderson, .D. (2009). The real meaning of privilege. *Foundation for economic education* 59(8). Retrieved on 21st October, 2017 from <http://www.the-freeman-ideas-on-liberty>
- Hughes,.J. (1991). Motivational issues for teachers in higher education. Retrieved on 20th July, 2017 from [www.macrothink .org/journal/index.php/jnmr/article](http://www.macrothink.org/journal/index.php/jnmr/article).
- Lynn, S. (2002). The windings pathy: understanding the career cycle of teachers. *The clearing house*, (75), 179-182.
- Muhammed I.R., Hassan D.A, & Shakeel S. (2010). Motivation issues for teachers in higher education. A critical case of IUB. *Journal of management research*.Vol (2)2. Retrieved on 20th November, 2017, www.macrothink.org/jmr
- Ngimbudzi F.W. (2009). Job satisfaction among secondary school teachers in Tanzamia. A case of Njombe District: A Masters Thesis in Education, Department of Educational Sciences, Institute of Educational Leadership, University of Jyvaskyla.
- Nigeria Teachers Code of Conduct Retrieved 12th May 2017 from [http”//www.trcn.gov.ng/index php?](http://www.trcn.gov.ng/index.php?)
- Oyeleke, O. (2012). A comparative analysis of the image status of Nigerian teachers: 1960-1985 and 1986-2010. *African Journal of Teacher Education*.2 (2)
- Ozano, P.B. (2013). Enhancing the teaching profession in Nigeria: A historical perspective. *Academic Journal of Interdisciplinary Studies*.2(5), 51-56.
- Short, P.M; Greer, J.T; & Melvin W.M. (1994). Creating empowered Schools: lessons in change. *Journal of Educational Research*. 32(2), 38-52
- Thomas, A. (2007). Teacher attrition, social capital and career advancement: An unwelcome message. *Research and practices in social services*. 13(1).
- Yavuz .M. (2004). The use of non-monetary incentives. Retrieved on 19th January, 2017, from etd.lib.metu.tr/upload/12605141/index.pdf.

