

## TEACHERS' CONDITIONS OF SERVICE AND EFFECTIVE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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### Abstract

*This study investigated teachers' conditions of service and effective administration of secondary school in Rivers State Nigeria. It adopted the survey research design. Three research questions and three hypotheses guided the study with a population of 8,234 teachers in the 267 public secondary schools in Rivers State. A sample of 412 (192 male and 220 female) teachers was drawn through stratified random sampling technique. A questionnaire instrument titled: "Teachers' Conditions of Service and Public Secondary School Administration Questionnaire" (TCSPSSAQ) was designed and used for data collection by the researcher. The instrument which had 23 items was properly validated and a reliability index of 0.82 was obtained using Cronbach Alpha Statistics. Mean, Standard Deviation and rank order were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings revealed among others that: there are no accommodations for most teachers in the school premises, salaries are not paid on time, promotions are not affected as and when due and promotions to new grade levels are not reflected on the pay package. The influence of poor teachers' conditions of service on the administration of secondary schools include: lateness of teachers to school, absenteeism, negligence of duty and engagement on petty trading and farming. The study further concluded the discouraging contents of the teachers' conditions of service in Rivers State constitute a negative factor in the school system. The study therefore recommends proactive actions by the government aim at improving teachers' conditions of service, particularly being welfarist, in order to have effective internal administration of public senior secondary schools in Rivers State.*

*Keywords: Condition of Service, Motivation, School Administration, Teachers.*

### Introduction

Teachers are very important set of people in every society. They play significant roles in the educational system. They are indispensable in the advancement of any nation. The various status of skilled workforce and professionals endowed in any nation were taught, trained and produced by teachers. They are actively involved in the creation of knowledge, and production of skilled and disciplined individuals. The quality of education in every nation is related to the quality of teachers employed in the educational system. Hence, it is said that no education system can rise above the quality of its teachers (FRN, 2014).

Teachers as the driving force for the execution of educational policies and programmes require proper management and better conditions of service. Proper management of teachers will enhance effective administration and achievement of set objectives in the school system.

Effective administration of the school system relies on what the school managers do with the teachers and material resources available in the school. Adequate utilization of teachers and other resources will lead to the attainment of educational goals. Effective utilization and performance of teachers demand that, their physical, psychological and professional needs and well-being are adequately taken care of through their conditions of service.

The conditions of service of secondary school teachers are very important and appear to influence their job performance and the administration of the school. It is obvious that, where the conditions of service are very poor, service delivery will be negatively affected because of low morale, a valuable of lack of motivation. Teachers will display indifferent attitudes over their jobs. Their punctuality and regularity to school, planning of their lessons, teaching of their subjects and their participation in other school activities will be negatively affected. The academic performance of the students will also be affected due to ineffective teaching and administration of the school.

Secondary school occupies a very important position in our school system. It has the broad goals of preparing individuals for useful living within the society and for higher education (FRN, 2014). For this level of education to be functional and responsive to its goals, teachers employed at this level need to be properly motivated through better conditions of service.

### **Statement of the Problem**

Parents, employers of labour and other stakeholders in education have continued to express doubt and worry over the persistent declining quality of education in public secondary schools in Rivers State, Nigeria. The poor performance of secondary school students in: Unified Tertiary Matriculation Examination (UTME), Senior Secondary School Certificate Examination (SSSCE), essay writing, spellings and spoken English are indications that all is not well in public secondary schools in Rivers State. The researchers' close observations of activities in these schools show that teachers come to school when they like, go to classrooms when they like and students lack control, shout on top of their voices, as well as move up and down.

The above scenario indicates a high display of indifferent attitude by teachers in their service delivery, and further demonstrates that teachers could show apathy to their statutory duties due to lack of motivation informed by poor conditions of service. This situation could also result to ineffective administration and poor academic performance of students. These backdrops therefore emphasize the problem of the present study aim at investigating the relationship between teachers' conditions of service and effective public secondary schools administration in Rivers State.

### **Purpose of the Study**

The aim of this study is to investigate teachers' conditions of service and effective secondary schools administration in Rivers State Nigeria. Specifically, the study sought to:

1. Identify the present state of teachers' conditions of service for effective secondary schools administration in Rivers State.
2. Examine the influence of the present state of teachers' conditions of service on effective administration of public senior secondary schools in Rivers State.
3. Determine the strategies that can be adopted to improve teachers' conditions of service for effective administration of secondary schools in Rivers State.

## Research Questions

The following research questions guided the study:

1. What is the present state of teachers' conditions of service for effective secondary schools administration in Rivers State?
2. What influence does the present state of teachers' conditions service have on effective administration of public senior secondary schools in Rivers Sate?
3. What are the strategies that can be adopted to improve teachers' conditions of service for effective administration of secondary schools in Rivers State?

## Hypotheses

The following hypotheses were postulated in this study:

1. There is no significant difference between the mean responses of male and female secondary school teachers on the present state of teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.
2. There is no significant difference between the mean responses of male and female teachers' on the influence of teachers' conditions of service on the effective administration of public senior secondary schools in Rivers State.
3. There is no significant difference between the mean responses of male and female teachers' on the strategies that can be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.

## Theoretical/Conceptual Literature Review

This study is anchored on the motivational theory of Abraham Maslow. Maslow (1954) propounded the Hierarchy of Human Needs Theory. This theory is based on the assumptions that: man is a wanting being. He always desire to have more depending on what he already has. It is the needs that have not being met that motivate his behavior and man's needs are naturally arranged in different levels.

The satisfaction of lower needs results to the desire for the meeting up of higher needs. Maslow in Kpee (2015) classified these needs into: psychological, safety, belongingness and love needs, esteem needs and self-actualization needs. Teachers in public secondary schools in Rivers State are faced with basic needs (lower order needs). They are battling hard to have their physiological needs, safety needs and belongingness and love needs met. Their inability to have these needs met influences their behavior.

One way of ensuring that organizational goals are achieved according to Kpee (2015:40) is to strive to make employees satisfy their needs. Once an employee is satisfied because his needs are met, the employee is motivated and determined to put in all efforts at the work place to ensure that organizational goals are achieved. On the contrary, he will display frustration, anger uncompromising and indifferent attitude at his workplace which could hinder the achievement of the organizational goals, because his needs are not met or satisfied. This may likely be the conditions in public secondary schools in Rivers State. The conditions of service of the teachers presently seems not to meet up with their needs especially, their basic needs. Hence, there is high display of frustration and poor attitude to the work.

## Teachers' Conditions of Service

Conditions of service are the requirements that underline the responsibilities and obligations of employees in work places. In the secondary schools system, they guide the circumstances under which the teachers' roles and responsibilities are carried out. Teachers' conditions of service state categorically the duties, obligations, expectations and

considerations of teachers with regards to their employment. Conditions of service according to Adewale (2012) explains in clear terms retirement compensations, retirement age, salary and promotion prospects, working hour, leave benefits, disciplinary and working materials etc. Adewale (1994) indicates that conditions of service of workers bother on job security, recognition of status, conducive work place, good wages, housing loan and promotion as at when due. Maduagwu and Nwogu (2008) enumerate the following as the service conditions required by employees for effective performance of institutions:

*challenging jobs, freedom, use of training and experience, supervision, management policies, relationship with fellow workers, job security, salary payment, working hours, clean provision of working materials, equitable work load, retirement benefits, health care provisions, leaves, collective bargaining activities, loans and advances etc (p.12)*

In the same direction, Ukaigwe and Nwabueze (2015,p.13) state that teachers' conditions of service cover: work climate, work time, workload, fringe benefits, work incentive, good pay, job security, modern and adequate facilities. These issues are not adequately addressed in public secondary schools in Rivers State. Consequently, good conditions of service for secondary school teachers means provision of conducive working environment, good and equipped classrooms, good staff rooms and offices, adequate facilities and equipment to work with, good office/staffroom accessories like comfortable chairs, modern tables, stationeries, good pay, promotion as at when due, payment of promotion arrears, pensions and retirement benefits, long service awards, recognitions, study leave, leave bonus, health services, provision of accommodations, housing loans, car loans and professional development programmes. Good conditions of service must meet the basic and professional needs of employees.

Secondary school administration involves the co-ordination of the human and material resources in the school for effective service delivery. Good and conducive working environment enhances effective administration. A conducive service condition for the principals and teachers helps to ensure that students' have quality school experience and quality output from the system (FME, 2005). Effective school administration is attained when school administrators are able to coordinate and monitor the provision and utilization of the necessary resources to achieve school goals and objectives. This is made possible through effective leadership and good conditions of service (Olayinka, 2011).

Teachers' conditions of service affect their display of professionalism in the discharge of their duties. Good conditions of service promote the display of professionalism in service delivery while poor conditions of service are likely to encourage professional misconducts (Nwala, Onwudebe, Nwosu and Nzokurum, 2012). According to Anangisye and Barrette (2005) professional misconduct of teachers include the following: insubordination, absenteeism, dishonesty, desertion, use of bad or abusive language, late coming, negligence, sleeping on duty, drunkenness, drinking on duty, drug abuse, examination malpractice, sexual abuse, misappropriation of funds and fighting. These factors make it difficult for effective administration of secondary schools to be achieved in Rivers State. These are serious problems facing the administration of secondary schools which need to be addressed as urgently as possible.

In order to avert the problems of teachers' professional misconduct, the following strategies could be adopted:

**Provision of good conditions of service:** The provision of good conditions of service covers the following: wages and salaries, staff ratios, recruitment selection, entry requirement, training and induction, postings and deployment, staff compensation and welfare administration, productivity, etiquette and discipline, retirements and redundancy. Provision of good conditions of service is necessary because it determines the success and continuous existence of the organization. This is because the workers are the active workforce that propels all other elements to action or inaction. There is the need to improve their conditions of service to enable them put in their best in their service delivery (Maduka, 2000). In agreement to this, Vinom (2008) suggested that teachers are very important people in the school system and adequate efforts should be made towards motivating them so that they can attain excellence in their service delivery.

Discussing on factors that promote the effectiveness of teachers in the administration of secondary schools, Olayinka (2011) affirmed that effective leadership, incentives, training, retraining and better working conditions are some of the factors that motivate teachers in the discharge of their duties. Also, Chike-Okoli (2008, p.28) listed things that can motivate employee to include:

1. Job security, enrichment and job satisfaction
2. Provision of good working environment.
3. Provision of recreational facilities
4. Promotion and salary increase as and when due
5. Study leave with pay
6. Fringe benefits, luncheon vouchers, coupons, transport facilities, leave bonus etc.

The importance of good working environment and good conditions of service cannot be over emphasized. They are vital for enhancing productivity and retaining of a quality workforce in every organization.

### Methodology

The study adopted survey research design. The population consists of 8,234 teachers in public secondary schools in Rivers State. A sample of 412 (220 female and 192 male teachers) representing 5 percent of the total population, was through stratified random sampling technique selected from the 267 public senior secondary school in Rivers State.

In this study a self-structured questionnaire, titled: "Teachers' Conditions of Service and Public Secondary School Administration Questionnaire" (TCSPSSAQ) was developed for the respondents for data collection. The instrument contained 23 items designed to elicit information to address the research questions: items 1 to 8 sought information to research question one; items 9 to 16 solicited information to research question two while items 17 to 23 dealt on research question three. The 23 items were structured in line with the modified Likert 4 – points rating scale Strongly Agree (SA) = 4points; Agree (A) = 3points; Disagree (D) = 2points and Strongly Disagree (SD) = 1point. However, a mean ( $\bar{x}$ ) rating of 2.50 and above was the criterion mean ( $\bar{x}$ ). In otherwords, the criterion mean ( $\bar{x}$ ) of 2.50 and above will be used as "agree" while 2.49 and below, will be used as "disagree". The figure 2.50 was obtained by adding  $\frac{4 + 3 + 2 + 1}{4} = 2.50$ .

The instrument was further subjected to close examination by research experts in the Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt on the subject matter of face and content validity. The reliability of the instrument was established by the use of test-retest method. Correlation co-efficient of the two sets of scores collected from the test-retest method were analyzed using the Pearson Product Moment

Correlation Co-efficient ( $r$ ). The calculated ( $r$ ) for TCSPSSAQ was 0.82, and it was accepted as high for utilization.

Out of 412 copies of questionnaire administered to the respondents, 383 copies (female = 198 (99%), male = 185 (77%) were retrieved representing 93 percent of the total copies of instrument administered. Consequently, the data collected were analyzed with the use of simple descriptive statistics of mean ( $\bar{x}$ ) and Standard Deviation (SD) to give answers to the research questions with the criterion mean ( $\bar{x}$ ) of 2.50. The z-test was used to test the null hypotheses at 0.05 level of significant.

## Results

**Research Question One:** What are the present states of teachers' conditions of service for effective administration of public senior secondary schools in Rivers State?

**Table 1:** Mean scores, standard deviation and rank order analysis of the responses of male and female secondary school teachers on the state of teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.

S/N	The state of teachers' conditions of service are such that:	Male Teachers N = 185			Female Teachers N = 198		Rank Order	Decision		
		Total weight	$\bar{X}_1$	$SD_1$	Rank order	Total weight			$\bar{X}_2$	$SD_2$
1.	There are accommodations for most teachers in the school premises.	396	2.14	0.67	2 <sup>nd</sup>	416	2.10	0.64	2 <sup>nd</sup>	Disagree
2.	Salaries are paid as and when due.	363	1.96	0.69	4 <sup>th</sup>	366	1.85	0.69	5 <sup>th</sup>	Disagree
3.	Promotions are given as and when due.	359	1.94	0.70	6 <sup>th</sup>	360	1.82	0.72	6 <sup>th</sup>	Disagree
4.	Promotion arrears are adequately paid on time.	377	2.04	0.68	3 <sup>rd</sup>	382	1.93	0.68	4 <sup>th</sup>	Disagree
5.	Conducive working environment is provided.	361	1.95	0.69	5 <sup>th</sup>	392	1.98	0.65	3 <sup>rd</sup>	Disagree
6.	Promotions to new grade levels reflect on the pay package.	348	1.88	0.72	8 <sup>th</sup>	352	1.78	0.74	8 <sup>th</sup>	Disagree
7.	Incentives such as car loans, housing loan and study leave with pay are provided for teachers.	357	1.93	0.71	7 <sup>th</sup>	358	1.81	0.73	7 <sup>th</sup>	Disagree
8.	Teachers receive allowances such as leave allowance, transport allowance, examination allowance and meal subsidy.	533	2.88	0.66	1 <sup>st</sup>	600	3.03	0.62	1 <sup>st</sup>	Agree
<b>Aggregate mean and standard deviation</b>			<b>2.09</b>	<b>0.69</b>			<b>2.04</b>	<b>0.68</b>		<b>Disagree</b>

Table 1, items 1, 2, 3, 4, 5, 6 and 7 above shows that both male and female teachers in public senior secondary schools in Rivers State with 2.14/2.10, 1.96/1.85, 1.94/1.82, 2.04/1.93, 1.95/1.98, 1.88/1.78 and 1.93/1.81 means, disagreed on the following state of teachers' conditions of service: there are accommodations for most teachers in the school premises, salaries are paid as and when due, promotions are given as and when due, promotion arrears

are adequately paid on time, conducive working environment is provided, promotions to new grade levels reflect on the pay package and incentives such as car loans, housing loans and study leave with pay are provided for teachers respectively.

However, table 1 items 8 which ranked 1<sup>st</sup> with 2.88 and 3.03 means respectively for male and female teachers was agreed on, indicating that, teachers receive allowance, such as: leave allowance, transport allowance, examination allowance and meal subsidy. Item 6 with 1.88/1.78 ranked 8<sup>th</sup> in the table. In all, both male and female teachers in public senior secondary schools in Rivers State with aggregate mean of 2.09 and 2.04 approved that teachers' specific and general conditions of service negatively influence the effective administration of public senior secondary schools due to their insignificant implementation at present.

**Research Question Two:** What influence does the present state of teachers' conditions of service have on the effective administration of secondary schools in Rivers State?

**Table 2:** Mean scores, standard deviation and rank order analysis of the responses of male and female secondary school teachers on the influence of teachers' conditions of service on the effective administration of public senior secondary schools in Rivers State.

S/N	Influence of teachers' conditions of service are such that:	Male Teachers N = 220				Female Teachers N = 192		Rank Order	Decision	
		Total weight	$\bar{X}_1$	$SD_1$	Rank order	Total weight	$\bar{X}_2$			$SD_2$
9.	Teachers do come to school early	427	2.31	0.58	1 <sup>st</sup>	463	2.34	0.56	1 <sup>st</sup>	Disagree
10.	Teachers do obtain permission for absenteeism.	422	2.28	0.60	2 <sup>nd</sup>	442	2.23	0.57	2 <sup>nd</sup>	Disagree
11.	Teachers do not engage in petty trading, farming and other small scale business to compliment their salary.	363	1.96	0.63	5 <sup>th</sup>	396	2.00	0.62	5 <sup>th</sup>	Disagree
12.	Teachers do not engage in any act of to the school administrator.	385	2.08	0.59	3 <sup>rd</sup>	400	2.02	0.59	3 <sup>rd</sup>	Disagree
13.	Teachers do not indulge in any act of negligence of duty as a result of low morale.	374	2.02	0.62	4 <sup>th</sup>	398	2.01	0.61	4 <sup>th</sup>	Disagree
14.	Teachers increase their concern to students' academic issues.	361	1.95	0.64	6 <sup>th</sup>	362	1.83	0.65	7 <sup>th</sup>	Disagree
15.	Teaching and learning process are very effective.	352	1.90	0.66	7 <sup>th</sup>	386	1.95	0.63	6 <sup>th</sup>	Disagree
16.	Students' academic achievement in external examinations are always improved on.	340	1.84	0.68	8 <sup>th</sup>	358	1.81	0.67	8 <sup>th</sup>	Disagree
<b>Aggregate mean and standard deviation</b>			<b>2.04</b>	<b>0.63</b>			<b>2.02</b>	<b>0.61</b>		<b>Disagreed</b>

Table 2, items 9, to 16 shows that due to the present state of teachers' conditions of service, teachers do not come to work early, always absent from duty with due permission from the appropriate authority, they do engage in small scale business to complement their salaries and students' academic achievement, especially in external examinations are negatively affected.

In all, table 2 above shows that the present state of teachers' conditions of service does not positively influence the effective administration of public senior secondary schools in Rivers State.

**Research Question Three:** What strategies could be adopted to improve teachers' conditions of service for effective administration of secondary schools in Rivers State?

**Table 3:** Mean scores, standard deviation and rank order analysis of the responses of male and female secondary school teachers on the strategies that can be adopted to improve teachers' conditions of service for effective administration of secondary schools in Rivers State.

S/N	Strategies that can be adopted to improve teachers' conditions of service for effective administration of secondary schools in Rivers State.	Male Teachers N = 220				Female Teachers N = 192		Rank Order	Decision	
		Total weight t	$\bar{X}_1$	$SD_1$	Rank order	Total weight t	$\bar{X}_2$			$SD_2$
17.	Provision of adequate teaching and learning facilities in public secondary schools in Rivers State.	551	2.98	0.60	3 <sup>rd</sup>	586	2.69	0.61	1 <sup>st</sup>	Agree
18.	Provision of accommodations for teachers in the school premises.	529	2.86	0.63	5 <sup>th</sup>	574	2.90	0.63	2 <sup>nd</sup>	Agree
19.	Adequate maintenance of school facilities/equipment	503	2.72	0.65	7 <sup>th</sup>	543	2.74	0.68	7 <sup>th</sup>	Agree
20.	Regular payment of salaries and allowances.	559	3.02	0.56	2 <sup>nd</sup>	560	2.83	0.65	4 <sup>th</sup>	Agree
21.	Reflection of financial increments on the salaries after every promotion.	570	3.08	0.55	1 <sup>st</sup>	568	2.87	0.64	3 <sup>rd</sup>	Agree
22.	Provision of professional development programmes for teachers.	540	2.92	0.61	4 <sup>th</sup>	546	2.76	0.69	6 <sup>th</sup>	Agree
23.	Provision of necessary incentives in form of loans/allowances to teachers.	525	2.84	0.63	6 <sup>th</sup>	554	2.80	0.66	5 <sup>th</sup>	Agree
<b>Aggregate mean and standard deviation</b>			<b>2.92</b>	<b>0.60</b>			<b>2.84</b>	<b>0.65</b>		<b>Agree</b>

Table 3, items 17 to 23 above shows that both male and female teachers in public senior secondary schools in Rivers State with means 2.98/2.96, 2.86/2.90, 2.72/2.74, 3.02/2.83, 3.08/2.87, 2.92/2.76 and 2.84/2.80 agreed that the following strategies could be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State: provision of adequate teaching and learning facilities, provision of accommodation for teachers in the school premises, adequate maintenance of school facilities/equipment, regular payment of salaries and allowances, reflection of financial increments on the salaries after every promotion, provision of professional development programmes for the teachers and provision of necessary incentives in form of loans/allowances to teachers.



### Test of Hypotheses

**Hypothesis One:** There is no significant difference between the mean responses of male and female secondary schools teachers on the present state of teachers' conditions of service for the effective administration of public senior secondary schools in Rivers State.

**Table 4:** z-test analysis of difference between the mean responses of male and female secondary school teachers on the present state of teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.

Gender	No	X	SD	df	z-cal	z-critical	Decision
Male teachers	185	2.09	0.69	381	0.71	±1.96	Ho <sub>1</sub> retained
Female teachers	198	2.04	0.68				

Table 4 shows a summary of the mean, standard deviation and z-test analysis of difference between the mean responses of the male and female teachers on the present state of teachers' conditions of service for effective administration of public senior secondary schools in Rivers State. The z-calculated value which was used in testing the hypothesis stood at 0.71; while the z-critical value was ±1.96, using 381 degree of freedom at 0.05 Alpha level of significance. The calculated z-value was less than the critical z-value. Therefore, the null hypothesis of no significant difference between the mean responses of male and female secondary school teachers on the state of teachers' conditions of service was retained.

**Hypothesis Two:** There is no significant difference between the mean responses of male and female teachers on the influence of teachers' conditions of service on effective administration of public senior secondary schools in Rivers State.

**Table 5:** z-test analysis of difference between the mean responses of male and female teachers on the influence of teachers' conditions of service on the administration of public senior secondary schools in Rivers State.

Gender	No	X	SD	df	z-cal	z-critical	Decision
Male teachers	185	2.04	0.63	381	0.32	±1.96	Ho <sub>2</sub> retained
Female teachers	198	2.02	0.61				

Table 5 shows a summary of the mean, standard deviation and z-test analysis of difference between the mean responses of the male and female teachers on the influence of teachers' conditions of service on the administration of public senior secondary schools in Rivers State. The z-calculated value which was used in testing the hypothesis stood at 0.32, while the z-critical value was ±1.96 at 0.05, Alpha level of significance and 381 degree of freedom. Therefore, the null hypothesis of no significant difference between the mean responses of male and female teachers on the influence of teachers' conditions of service on the effective administration of public senior secondary schools in Rivers State was retained.

**Hypothesis Three:** There is no significant difference between the mean responses of male and female teachers on the strategies that could be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.

**Table 6:** z-test analysis of difference between the mean responses of male and female teachers on the strategies that can be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State.

Gender	No	X	SD	df	z-cal	z-critical	Decision
Male teachers	185	2.92	0.60	381	1.25	±1.96	Ho <sub>3</sub> retained
Female teachers	198	2.84	0.65				

Table 6 shows a summary of the mean, standard deviation and z-test analysis of difference between the mean responses of the male and female teachers on the strategies that can be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State. The z-calculated value which was used in testing the hypothesis stood at 1.25, while the z-critical value was  $\pm 1.96$  at 0.05, Alpha level of significance and 381 degree of freedom. Therefore, the null hypothesis of no significant difference between the mean responses of male and female teachers on the strategies that could be adopted to improve teachers' conditions of service for effective administration of public senior secondary schools in Rivers State was retained.

### **Discussion of Findings**

The findings of this study revealed that, there are no accommodations for most of the teachers in the school premises; salaries are not paid as and when due; promotions are not given as and when due; promotion area are not adequately paid on time; promotions to new grade levels are not reflected on the pay package; conducive working environment is not provided; incentives such as car loans, housing loan and study leave with pay are not provided for teachers. All these indicate that teachers' conditions of service in Rivers State are not fair and attractive at all. In other words secondary school teachers in the state are poorly motivated to do their jobs. The state of teachers' conditions of service in the state does not support effective administration of secondary schools. It does not give room for job satisfaction and display of professionalism. These findings are supported by Kpee (2015) and Nwala, Onwudebe, Nwosu and Nzokurun (2012), who in their separate studies explained the importance of good conditions of service as a necessary factor for the achievement of organizational goals and display of high morale and professionalism in work places.

The study also revealed the effects of teachers' conditions of service on the administration of secondary schools as: lateness of teachers to work; absenteeism without permission; engaging in petty trading, farming and other complimentary means of livelihood; insubordination, negligence of duty; lack of concern for the welfare of the students; ineffective teaching and learning; and lack of confidence on the academic performance of students/examination malpractice. These findings are supported by Vinom (2008), Olayinka (2011) and Chike-Okoli (2008). They pointed out that lack of provision of good conditions of service leads to professional misconduct of workers. Employers of teachers should try to meet their basic needs of food, shelter, clothing, health services, transportation etc. These things are required on daily basis for a healthy living and preparation to work. Where these basic needs are not met by the employers, they may lose their control over their employees because the employees will seek for other means of satisfying their needs. They will no longer devote 100% of their time to their duty. Findings on effects of teachers' conditions of service on secondary schools administration is also supported by Anangisye and Barrette (2005) who listed out some of the professional misconducts arising from poor conditions of service of teachers in Nigeria. On the strategies for improvement of teachers' conditions of service, the study found that: provision of adequate teaching and learning facilities, provision of accommodation, adequate maintenance of school facilities, regular payment of salaries/allowances, reflection of financial increment on the monthly salaries after every promotion, provision of professional development programmes and other incentives can enhance teachers' conditions of service in Rivers State. Improving the conditions of service of the teachers is very important because they are the active workforce in the school system that propels all other elements to work or not to work. If they are well motivated, they will put in their best in their service delivery and effective administration of secondary schools will be achieved (Maduka, 2000).

Provision of accommodations for all the teachers in the school premises will solve accommodations problems for them, reduce transportation cost and equally save more money for them. This will also solve the problem of lateness to school and absenteeism. Provision of adequate teaching and learning facilities, as well as conducive working environment will give them a sense of recognition and belonging. This will encourage hard work, high productivity and effective administration of secondary school in Rivers State.

### **Implications of the Findings of in the Public Secondary School Administration in Rivers State**

The present state of teachers' conditions of service has numerous implications to secondary school administration in Rivers State. The absence of accommodation for most teachers in the school premises implies that most of the teachers are leaving outside the school. All the teachers may not be able to get accommodation close to their school. This gives room for lateness to school. Some of them will experience traffic jams while coming to school or lack of vehicles coming towards the school. Some teachers who have first and second periods to teach their lessons may not be able to meet up. They will miss their lessons and effective teaching and learning will be seriously affected because lesson contents were not covered.

The issue of none payment of salaries promptly is bad and could lead to sourcing for alternative or complimentary means of livelihood by the teachers. This could result to having divided attention to their job by way of using some days for government work and the other days for farming, petty trading, Okada riding or taxi driving in other to make ends meet. The days he comes to work, he will rush to cover as much as he could cover. Whether the students understand or not is none of his business. This results to ineffective service delivery and poor academic performance of the students.

Related to the above is the issue of delay in the promotion of teachers and when they are promoted, it does not impact positively on their pay package. In other words salaries are not increased and promotion areas are not paid. This is a very sad experience. It is very discouraging and it impacts negatively on their productivity. This situation leads to the development of indifferent attitude to their job, especially when they compare themselves with their counterparts in the universities, ministries and other tertiary institutions. It results to a lot of emotional behaviours such as nagging, bullying of students, extortion, sexual harassment and much other anti-professional behaviour. With his mind set, effective teaching and learning cannot be granted due to lack of job satisfaction and lack of motivation.

There is equally lack of conducive working environment. No good offices and classrooms. Teachers are exposed to so many occupational hazards which he is not compensated for. These situations dampen his spirit and withdraw his interest from his job. Incentives and motivations are provided. There are no car loans, no housing loans and no study leave with pay. These were there in the past and they made teachers feel happy with a sense of belonging in the society. Today, a teacher can work throughout his life time without being able to buy a car or build a house or even properly pay his children's school fees. These issues result to lack of devotion and dedication to duty.

The present conditions of service of teachers do not motivate teachers to prepare their lessons properly before coming to the class. There is no time for that any longer since his job can not put food on his table. They are not willing to go extra mile in their service delivery. They do not look for instructional materials or attempt to improvise them where the school does not have. The bottom line is ineffective teaching and learning which has resulted to poor students' academic performance. Examination malpractice and high rate of wastage as a result of repetition of classes, examinations and dropping out of school by students.

## Conclusion

The conditions of service for secondary school teachers and their respective implementations public senior secondary schools in Rivers State is not encouraging and acceptable. It does not create room for effective administration of secondary schools in Rivers State. There is therefore, an urgent need to address issues concerning teachers' conditions of service by Rivers State Government in order to enhance effective administration of public senior secondary schools in the State.

## Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. Government should provide accommodations to all the secondary school teachers within the school premises to enhance secondary school administration in Rivers State.
2. Government should promote secondary school teachers who are qualified and pay them according to their new grade levels to enhance secondary school administration in Rivers State.
3. Government should provide a conducive teaching and learning environment in public secondary schools to enhance secondary school administration in Rivers State.

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