



Quality of Work Life on Teachers' Job Performance in Public Secondary Schools in Onueke Education Zone of Ebonyi State

¹Charles Ebinga Okey ²Prof Sunday Nwambam Aja

^{1&2}Department of Educational Foundations, Faculty of Education Ebonyi State University, Abakaliki.

¹okeycharles37@gmail.com 08063311283 ²saja4net@gmail.com 08037407461

ABSTRACT

The study examined impact of Quality of Work Life on Teachers' Job Performance in Public Secondary Schools in Onueke Education Zone of Ebonyi State. Two research questions and two null hypotheses guided the study. The study adopted descriptive research design. The population of the study comprised all the 1,403 teachers in 65 public secondary schools in Onueke Education Zone of Ebonyi State while the sample size consists of 311 teachers. A researcher structured instrument tagged "Quality of Work Life on Teachers' Job Performance Questionnaire (IQWLTJPO)" was used for data collection. The instrument was validated by three experts, one expert from Measurement and Evaluation option of Science Education Department and two experts from Educational Administration and Planning Option of Educational Foundations Department. The overall reliability coefficient yielded 0.79. Data collected were analyzed using mean and standard deviation while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The result revealed that: economic incentive and job security positively impact teachers job performance to a high extent while the result of the hypotheses revealed that, there were no significant difference between the mean ratings of male and female teachers on the extent to which economic incentive and job security influence teachers' job performance in Public Secondary Schools in Onueke Education Zone. Based on the findings, the study recommended that Secondary Education Board of Ebonyi State should create opportunities for teachers to engage in professional development, this will serve as a means of enhancing teachers' job performance and that Government of Ebonyi State through the Secondary Education Board should offer competitive salaries to teachers, as well as provide comprehensive health insurance and retirement plans to ensure their security.

Keywords: Quality of Work Life, economic incentive, job security, Teachers' Job Performance and Public Secondary Schools

Introduction

Organization as a body of persons that has common goals to achieve under a legal framework has workers as its major constituent. This implies that workers are the livewire of any organization be it formal or non-formal organization. Workers play a crucial role in enhancing the status of Secondary schools is an organization. Secondary education is one of the levels in the Nigerian

system of education. Commenting on the above, Ndubuisi (2019) maintained that the position of secondary education in the Nigerian education system is very critical considering the fact that it is the bedrock on which higher education is built on in any society. Since it is the bedrock, its quality is expected to be high. According to Federal Republic of Nigeria (2013), secondary education is the education children receive after primary education and before the tertiary stage. In the same vein, Ogbonnaya (2010) posit that secondary education refers to full-time education provided in secondary schools usually for students between the ages of 11 or 12 and 18 plus. In addition, secondary education can be viewed as the foundation at which professional development of human person is based upon. From the above definitions secondary education can be said to be a type of education received in a formal setting after completing primary education.

The importance of secondary education to the nation can be seen in the broad goal of secondary education articulated by the FRN (2013) as preparing the individual for useful living within the society and higher education. According to Nkwoh (2019) who opined that secondary education occupies a strategic position in the national education system, as it bridges the gap between the primary and tertiary levels of education in Nigeria. He further stated that it absorbs the primary school leavers and prepares them for the tertiary which is the manpower based of the nation. From the above view, the secondary school is an agent of socialization, an institution or a human industry established for refining human beings in terms of skills, behavior and all-round excellence.

Therefore, the success of secondary education largely depends on the quality of work life available to workers. According to Nimfa, (2022), quality of work life refers to the overall well-being, satisfaction, and fulfillment which individuals experienced in their work environment. It encompasses various factors that contribute to the overall quality of an individual's work experience, including job satisfaction, work life balance, work environment, job security, compensation, professional development, social support, economic incentives among others.

Quality of work life emphasizes creating a supportive and enriching work environment that promotes employees' physical, mental, and emotional well-being, enhances job satisfaction, and improves overall performance of workers in a workplace. Sharma and Sharma, (2017) defined quality of work life as the degree to which members of a work organization are able to satisfy important personal needs through their experiences in the organization. According to Wang and Lee, (2019), quality of work life encompasses both objective and subjective indicators of well-being, including job characteristics, job satisfaction, physical well-being, and psychological well-being. He highlights the importance of employee satisfaction and meeting personal needs within the work context.

Quality of work life is also seen as the extent to which members of a work organization are able to satisfy important personal needs through their experiences in the organization (Nweke, 2021). He identify six key factors that could contribute to quality of work life: fair compensation, safe and healthy working conditions, opportunities for personal growth and development, social integration and support, constitutionalism (employee participation in decision-making), and work-life balance. Davis and Newstrom cited in Okafor (2020) emphasized the importance of addressing employees' diverse needs to improve the overall quality of work life. This is because quality of work life seem to relate closely with workers' job performance.

In the context of teachers, the quality of work life plays a crucial role in their job performance and effectiveness. A positive and supportive work environment may significantly enhance teacher performance and ultimately contribute to improved educational outcomes (Chika & Ebeke, 2017).

The dimensional or indices of quality of work life are: economic incentives and rewards, Workload and Stress Management, supportive school leadership, professional development opportunities, autonomy and decision-making, organizational interpersonal relationship, job security, working conditions, recognition and rewards and others. But in this study emphasis was based on: economic incentives and rewards, job security, working conditions and organizational interpersonal relationship.

Access to economic incentives is essential for teachers' performance. Economic incentives are rewards or benefits that are offered to individuals in order to motivate him take a certain or behave in a way. These incentives come in various forms, such as monetary bonuses, salary increases, promotions, or other financial rewards. Okafor (2020) defined economic incentives as mechanisms that school administrators take to make certain or engage staff in specific way by offering them financial rewards. These incentives can come in a more competitive and performance-driven environment, motivating individuals to work harder and achieve better results. Okorie (2022) argued that economic incentives play a crucial role in shaping behaviour and decision-making of teachers in various educational settings. It is believed that provision of economic incentive to teacher such as performance-based bonuses or salary increases, motivate them to improve in their teaching practices, enhance student learning outcomes, and contribute to overall school success. Nweke (2021) opined that economic incentives are drive engine for boosting teachers job performance and overall in school productivity. Nweke further explained that teachers act or behave based on what they see and perceive in their working environment. Among what teachers consider in their educational sector is their job security.

Job security is another component of quality of work life that shape teachers' teaching behaviours in schools. Job security is one's expectation about continuity in a job situation. It has to do with employee feelings over loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long-term career opportunities (Bocheche & Bosire, 2018). Job security is an important factor in employee commitment. Secondary school teachers' job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the teacher cannot be dismissed from the job arbitrarily. Tenure, therefore, gives the teacher a sense of job security. Nowadays, the job security of secondary school staff has been threatened (Udoka, 2018). Every employee's desire is to have a secure job and every employer's desire is to retain employees. Whenever there is a reduction in job openings, especially during economic meltdown, there is a relative upsurge in job loss.

In Nigeria, teachers complain that Job security as the extent of satisfaction a worker experiences in his/her employment is very low. Recently, in most developing countries, job security has been falling at an increasing rate owing to technological advancements, demographic variations, and government policies (Okoro, 2022). Susskind (2018) asserted that teachers' job security remains the main significant factor that make many teachers seek for change of job. Experiences have shown that most of the educational institutions allegedly lose some of their experienced senior staff teachers due to poor job satisfaction.

This therefore calls for not only teachers' job security but also social-economic protection from the school leadership. Good performing teachers are nurtured for the betterment and future of the school. Teachers like other workers, will in one way or other need either financial, social and even health security attention.

Sequel to achieving the objectives of secondary schools, it is also argued that teachers' gender sensitivity matters are critical in ascertaining quality of work life on teachers. Gender sensitivity refers to the idea that educational systems do offer the same and equal type of opportunities for upward mobility to both sexes. Thus, gender sensitivity is the state of being sensitive to the needs of both sexes. On gender and quality of work life, (Bocheche & Bosire, 2018) argued that female teachers are more contended with available reward given to them in carrying out their teaching tasks than male teachers. However, Udoka (2018) contended that every individual, male or female, is capable of achieving excellence in any career, given required opportunity without jeopardizing their basic biological functions. Individuals male or female are free to express their individuality in the organization (Udoak, 2019).

School administrators often burden teachers with heavy workloads that include lesson planning, grading, student assessments, and administrative tasks that tend to predispose teachers to overwhelming stress thus, hinder their performance. A balance between workload demands and available resources allows teachers to effectively manage their time, prioritize tasks, and prevent burnout. In their own view, Tiongson and Gempes (2018) asserted that adequate time for planning and collaboration, reasonable class sizes, and supportive administrative policies might help alleviate stress levels and provide teachers with the necessary resources to focus on teaching and learning to enhance their performance.

Job performance refers to an act of accomplishing or executing a given task (Gallie, 2018). Job performance as an individual level variable. That is, performance is something a single person does. Oyeh and Ukaigwe (2018) defined performance as behaviour. It is something done by the employee. Performance is different from outcomes. Outcomes are the result of an individual's performance. Teacher job performance is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Willian, 2019). Udoka (2018) stated that teachers' job performance can be described as "the duties performed by a teacher at a particular period in classroom duties and the school system in achieving organizational goals. Gallilie (2018) said that it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Teachers' job performance is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's instructional performance. Tanushree and Harvinder (2015) emphasizes on the importance of differentiated instruction, adapting teaching strategies to individual student's needs, and providing inclusive and equitable learning opportunities. While Wang and Lee (2019) defined teacher's performance as the impact of teachers on student learning outcomes, as measured by effect sizes and the degree to which teachers performed tasks to actualized student achievement. In other words, teachers' performance focuses on the measurable impact of teachers on students' learning and emphasizes the importance of teachers making a significant and positive difference in students' achievement. It is the premise of this pivotal roles of teachers in students' learning outcome that the researcher therefore felt that it is pertinent to ascertain the impact of quality of work life on teachers' performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Statement of the Problem

The popular belief that teachers' rewards are in heaven try to attest that teaching profession seem to be fraught with inadequate economic incentives here on earth. Many teachers feel that their salaries do not adequately reflect their qualifications, experience, and the essential role they play in shaping future generations. Insufficient monetary compensation may lead to job dissatisfaction

and demotivation among teachers which may negatively affect their performance and in extension lead to poor performance of students. Lack of appropriate rewards and recognition for their performance or professional achievements could contribute to decreased morale which could hinder their professional growth and overall performance. This accounted for the use of teaching profession as a stepping stone to greener pastures. Teachers hesitate to introduce themselves in the public due to their social status and public aspersion. These culminate to the seemingly high turn-out rate of teachers and brain drain in the teaching profession.

In some education systems, teachers have limited job stability due to factors such as temporary contracts, budget cuts, or policy changes. The uncertainty regarding employment may lead to stress and anxiety among teachers, affecting their overall performance and commitment to the profession. Most public secondary schools in Ebonyi State exhibit poor management practices in the area of provision economic incentive, job security, working conditions, and organizational interpersonal relationship which lead to a lack of effective performance among teachers. This situation causes frustration and dissatisfaction within the teaching staff, ultimately morale and enthusiasm for their work leading to poor academic performance among students. On the other hand, ineffective management result in unclear roles, inadequate support for teachers. Consequently, this manifest in lower job performance, as teachers struggle to meet their responsibilities without the necessary guidance and support from the management. When teachers feel undervalued or unsupported, they are more likely to seek employment elsewhere, leading to instability within the school and loss of experienced educators. Notwithstanding, teacher job performance is closely linked to student achievement, underperforming due to ineffective management, students may suffer from lower academic performance, decreased engagement, and less favorable educational experiences.

Furthermore, secondary schools in Ebonyi State over the years have been suffering due to inadequate facilities for effective teaching and learning, inadequate maintenance of existing ones, inadequate management practices by principals based on teamwork, poor communication method, coordination practices, capacity building and employees involvement all these leading to poor teachers job productivity which affect students' academic performance especially in their external examinations and this has also resulted to many parents registering their children in private schools in other to achieve good results. Public Secondary Schools in Ebonyi state are not exempted from the UNESCO's report of poor performance in secondary schools in Nigeria since Ebonyi State is one of the states in Nigeria. This is made evidenced in the bad condition of in the area of provision of economic incentive, job security, working conditions and poor interpersonal relationship in the public secondary schools in Ebonyi state which has totally deteriorated the development of the school system thereby affecting students' academic performance. Thus, there is need to determine the impacts of quality of work life on teachers' performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Purpose of the Study

The main purpose of the study was to investigate the impact of quality of work life on teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Specifically, the study sought to:

1. Ascertain the extent to which economic incentives enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State
2. Determine the extent to which job security enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State

Research Questions

The following research questions guided the study:

1. To what extent does economic incentives enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State?
2. To what extent does job security enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: There is no significant difference between the mean ratings of male and female teachers on the extent to which economic incentives enhanced teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Ho₂: There is no significant difference between the mean ratings of male and female teachers on the extent to which job security enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Research Methods

This study impact of quality of work life on teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State, the researcher adopted descriptive survey research design. Descriptive survey research design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the entire population. This definition is in line with Nworgu (2006) who defined descriptive surveys as those studies concerned with collecting data on, and describing in a systematic manner, the characteristic features or facts about a given population. Thus, the researcher deemed it wise to adopt descriptive survey design in carrying out this research work, since it just described already established situation as it relates to quality of work life on teacher's job performance.

The population of the study comprised all the 1,403 teachers in 65 public secondary schools in Onueke Education Zone of Ebonyi State. There are 602 male and 801 female classroom teachers totaling 1,403 teachers in the zone. (Planning, Research and Statistics (PRS) SEB, 2024). The sample for the study was 311 teachers in 65 public secondary schools in Onueke Education Zone of Ebonyi State which made up of male and female teachers using Taro Yamane formular, for finite population. Proportionate random sampling technique was used to draw the sample of female and male teachers in the Zone. That means that sample of male and female teachers that were used are; 133 male and 178 female teachers totaling 311 respondents.

The instrument for the study was a structured questionnaire tagged "Impact of Quality of Work Life on Teachers' Job Performance Questionnaire. (IQWLTJQP). The instrument is divided into two sections: Section A and B. Section A provides information on the demographic data of the respondent. The Section B divided into clusters A and B Cluster A has 7 items on economic incentives, Cluster B has items on job security. The entire 3 items questionnaire were rated on a four point rating scale as stated below: Very High Extent (VHE) 4 Points, High Extent (HE) 3Points, Low Extent (LE) 2Points, Very Low Extent (VLE) 1Point. The instrument was face validated by three (3) experts: two in the Department of Educational Foundations (Educational Administration and Planning) and one in the Department of Science Education (Measurement and Evaluation); all from the Faculty of Education, Ebonyi State University, Abakaliki. These experts were requested to review the items in terms of their clarity, the appropriateness of the language and expressions to ensure unambiguity and the relevance of the items to the problem under

investigation. The experts made necessary corrections and the corrections made were affected by the researcher in the area of items construction, language modifications and restructured of research questions. The validated instrument was trial tested using twenty-eight (28) teachers in Abakaliki Education Zone in Ebonyi State which is not part of the study area to ensure its reliability. To ascertain the internal consistency of the instrument Cronbach’s Alpha technique was used for its analysis. Reliability coefficients for the cluster were as follows; cluster A: 0.869 and cluster B: 0.781. These gave an overall reliability score as 0.825. The result indicated that the instrument was reliable and therefore considered appropriate for use in the study.

The copies of the instrument were administered to the respondents by the researcher, with the help of three research assistants who were briefed on the purpose of the study and the administration of the questionnaire. Out of three hundred and eleven copies of questionnaire distributed three hundred and one were returned.

Research questions were answered using mean and standard deviation. In taking decision for mean, range values were adopted. That is 1.00-1.49 for VLE, 1.50 – 2.49 for LE, 2.50 – 3.49 for HE and 3.50 -4. 00 for VHE. In testing the hypotheses, t-test was used to test the null hypotheses at 0.05 level of significance. The null hypothesis is upheld when the p-value is greater than or equal to significant level of 0.05 (p-value \geq 0.05).

RESULTS

Research Question One

To what extent does economic incentives enhance teachers’ job performance in public secondary schools in Onueke Education Zone of Ebonyi State?

Table 1: Mean and Standard Deviation on the extent to which economic incentives enhance teachers’ job performance in public secondary schools

S/No	Items Statement	N	X	SD	Decision
1	Provision of leave allowance for teachers enhance teachers’ instructional delivery	301	3.48	0.60	HE
2	Increase in teachers’ salary enhance teachers classroom tasks	301	3.29	0.68	HE
3	Hope for prompt payment of retirement benefits, motivates teachers in performing their regular assessment	301	3.16	0.67	HE
4	Regular payment of promotion benefits to teachers improve teachers regularity to school	301	2.72	0.80	HE
5	Availability of housing allowance motivates teachers preparing their lesson note regularly	301	3.36	0.76	HE
6	Provision of bonuses for teachers as appreciation of excellence improve teachers instructional delivering	301	3.38	0.67	HE
7	Provision of hazard allowance for teachers enable them to put in their best in their teaching tasks	301	3.26	0.73	HE
Average Mean			3.23		HE

Source: Researcher’s Field Work 2024

Data in Table 1 revealed that items 1, 2, 3, 4, 5, 5, 6, and 7 which are on provision of leave allowance for teachers enhance teachers’ instructional delivery, increase in teachers’ salary

enhance teachers classroom tasks, hope for prompt payment of retirement benefits, motivates teachers in performing their regular assessment, regular payment of promotion benefits to teachers improve teachers regularity to school, availability of housing allowance motivates teachers preparing their lesson note regularly, provision of bonuses for teachers as appreciation of excellence improve teachers instructional delivering and provision of hazard allowance for teachers enable them to put in their best in their teaching tasks had mean scores of 3.48, 3.29, 3.16, 2.72, 3.36, 3.38 and 3.26 with a standard deviation of scores of 0.60, 0.61, 0.67, 0.80, 0.76, 0.67 and 0.73 respectively recorded high extent. The average means in table 1 is 3.23; this is between 2.50 and 3.49 and corresponds to High Extent (HE).

Research Question Two

To what extent does job security enhance teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State?

Table 2: Mean and Standard Deviation on the extent to which job security impact on teachers' job performance in public secondary schools

S/No	Items Statement	N	X	SD	Decision
8	Regular promotion opportunities in the school system enhance teachers' performance	301	3.29	0.88	HE
9	Availability of functional representative union in school system improve teachers teaching activities	301	3.39	0.716	HE
10	Guaranteeing long term career opportunities for teachers enhance teachers teaching propensity	301	3.39	0.59	HE
11	Guaranteed payment of retirement benefits for teachers with basic needs to facilities their work enhances teachers' performance	301	3.40	0.62	HE
12	Regular transfer of teachers enhances teacher's classroom performance	301	3.15	0.85	HE
13	Increase in teachers' years of service enhance their assessment task on students	301	3.14	0.57	HE
14	Rigid implementation of condition of service enhances teachers job performance in the area of teaching activities	301	3.20	0.64	HE
Grand Mean			3.28		HE

Source: Researcher's Field Work 2024

The results in Table 2 revealed that the respondents on items 8, 9, 10, 11, 12, 13 and 14 with mean scores of 3.29, 3.39, 3.39, 3.40, 3.15, 3.14, and 3.20 with standard deviation of 0.88, 0.71, 0.59, 0.62, 0.85, 0.57 and 0.64 respectively, indicates that to high extent accepted that regular promotion opportunities in the school system enhance teachers' performance, availability of functional representative union in school system improve teachers teaching activities, guaranteeing long term career opportunities for teachers enhance teachers teaching propensity, guaranteed payment of retirement benefits for teachers with basic needs to facilities their work enhances teachers' performance, increase in teachers' years of service enhance their assessment task on students and that rigid implementation of condition of service enhances teachers job performance in the area of teaching activities. The average means in table 2 is 3.28; this is between 2.50 and 3.49 which corresponded to High Extent (HE).

Hypotheses

HO₁: There is no significant difference between the mean ratings on male and female teachers on the extent to which economic incentives enhances teachers’ job performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Table 3: t-test of difference in the mean responses of male and female teachers on the extent to which economic incentives enhance teachers’ job performance in public secondary schools

Items	Category of respondents	N	Mean	SD	Df	T	P-Value	Decision
1.	Male Teachers	131	3.52	0.59	299	0.959	0.338	Not Significant
	Female Teachers	170	3.45	0.61				
2.	Male Teachers	131	3.26	0.73	299	0.633	0.527	Not Significant
	Female Teachers	170	3.31	0.64				
3.	Male Teachers	131	3.14	0.72	299	0.550	0.582	Not Significant
	Female Teachers	170	3.18	0.63				
4.	Male Teachers	131	2.64	0.86	299	1.641	0.102	Not Significant
	Female Teachers	170	2.79	0.74				
5.	Male Teachers	131	3.38	0.76	299	0.321	0.749	Not Significant
	Female Teachers	170	3.35	0.77				
6.	Male Teachers	131	3.37	0.64	299	0.255	0.799	Not Significant
	Female Teachers	170	3.39	0.69				
7.	Male Teachers	131	3.26	0.67	299	0.029	0.977	Not Significant
	Female Teachers	170	3.26	0.78				

Source: Researcher’s Field Work 2024

Significant @ P < 0.05

Result on Table 5 revealed that the mean rating of male and female teachers on the extent to which economic incentives enhance teachers’ job performance in public secondary schools in Onueke Education Zone of Ebonyi State are not significant. This means that the male and female teachers were of the same opinion on the extent to which economic incentives enhance teachers’ job performance in public secondary schools.

HO₂: There is no significant difference between the mean ratings on male and female teachers on the extent to which job security enhances teachers’ job performance in public secondary schools in Onueke Education Zone of Ebonyi State.

Table 4: t-test of difference in the mean responses of male and female teachers on the extent to which job security enhances teachers’ job performance in public secondary schools

Items	Category of Respondents	N	Mean	SD	Df	T	P-Value	Decision
8	Male Teachers	131	3.21	0.95	299	1.407	0.160	Not Significant
	Female Teachers	170	3.35	0.83				
9	Male Teachers	131	3.38	0.75	299	0.290	0.772	Not Significant

	Female Teachers	170	3.40	0.68				
10	Male Teachers	131	3.39	0.64	299	0.040	0.968	Not Significant
	Female Teachers	170	3.39	0.56				
11	Male Teachers	131	3.41	0.65	299	0.250	0.803	Not Significant
	Female Teachers	170	3.39	0.59				
12	Male Teachers	131	3.08	0.85	299	1.286	0.199	Not Significant
	Female Teachers	170	3.21	0.85				
13	Male Teachers	131	3.16	0.64	299	0.377	0.707	Not Significant
	Female Teachers	170	3.13	0.50				
14	Male Teachers	131	3.21	0.66	299	.0104	0.917	Not Significant
	Female Teachers	170	3.20	0.63				

Source: Researcher's Field Work 2024,

Significant @ $P < 0.05$

Result on Table 6 revealed that the mean ratings of male and female teachers on the extent to which job security enhances teachers' job performance in public secondary schools in Onueke Education Zone of Ebonyi State was not significant as the items as the p-value is greater than alpha level of 0.05. This indicate that male teachers and female teachers has the same opinion on the extent to which job security enhances teachers' job performance in public secondary schools.

Discussion on the findings

Extent to which Economic Incentives enhance Teachers' Job Performance in Public Secondary Schools

Result of the study in research question revealed that economic incentive to high extent positively impact teachers' job productivity in public secondary. The respondents which comprised male and female teachers agreed to a high extent that provision of leave allowance for teachers enhance teachers' instructional delivery, increase in teachers' salary enhance teachers classroom tasks, hope for prompt payment of retirement benefits, motivates teachers in performing their regular assessment, regular payment of promotion benefits to teachers improve teachers regularity to school, availability of housing allowance motivates teachers preparing their lesson note regularly, provision of bonuses for teachers as appreciation of excellence improve teachers instructional delivering and provision of hazard allowance for teachers enable them to put in their best in their teaching positively impact teachers job performance.

The result is in line with the findings of Farideh and Mohammad (2022) who asserted that economic incentives may create competition among teachers, which lead to a toxic work environment and discourage collaboration. Teachers may also feel pressure to meet certain performance metrics, which lead to stress and burnout. Economic incentives motivate teachers to increase their job performance, it is important to consider the potential drawbacks and implement them thoughtfully to ensure that they enhance, rather than hinder, the quality of education. In support of the findings Schaufeli (2019) observed that economic incentives play a crucial role in decision-making and are a key factor in understanding human behavior. While Lau, Wong and Law, (2018) highlighted the role of non-monetary incentives in influencing behavior, such as social recognition or intrinsic motivation. The combination of both monetary and non-monetary incentives can be effective in driving desired outcomes. Economic incentives are seen as powerful tools for influencing behavior and driving productivity, but it is essential to consider the various

motivations and potential drawbacks associated with their use, this is in line with Economic rewards.

On the result of the hypothesis, it was indicated that there is no significant difference between the mean ratings on male and female teachers on the extent to which economic incentives enhances teachers' job performance in public secondary schools. Economic incentives, such as salary scales, bonuses, and other financial rewards, are often considered critical motivators in the teaching profession. Both male and female teachers respond similarly to these incentives. They value competitive salaries as a means to improve their overall job satisfaction and performance. This similarity might stem from shared professional aspirations and responsibilities, such as supporting families or achieving personal goals.

The result is in line with Simon (2017) observed that male teachers may view economic incentives primarily as a measure of their professional value and recognition. They often express the need for competitive salaries and bonuses that reflect the challenges and responsibilities of teaching. Allameh, (2018) observed that some male teachers might feel that financial incentives can motivate them to pursue additional certifications or take on extra duties, positively impacting their performance. Female teachers may also prioritize economic incentives but often connect them to their broader life circumstances, such as family responsibilities and work-life balance. They may emphasize the importance of equal pay and the elimination of gender disparities in salary. Many female educators might argue that while financial incentives are important, intrinsic rewards such as student engagement and providing quality education are equally motivating.

Extent to which Job Security Impact Teachers' Job Performance in Public Secondary Schools

The result in Table 2 showed that the respondents which based on the extent to which job security impact on teachers' job performance recorded high extent. This shows that the respondents to a high extent accepted that: regular promotion opportunities in the school system enhance teachers' performance, availability of functional representative union in school system improve teachers teaching activities, guaranteeing long term career opportunities for teachers enhance teachers teaching propensity, guaranteed payment of retirement benefits for teachers with basic needs to facilities their work enhances teachers' performance, increase in teachers' years of service enhance their assessment task on students and that rigid implementation of condition of service enhances teachers job performance in the area of teaching activities.

Hypothesis results revealed that there is no significant difference between the mean ratings on male and female teachers on the extent to which job security enhances teachers' job performance in public secondary schools. Job security is another pivotal factor influencing job performance among teachers. Both male and female educators place a high value on stability in their positions. Teachers seek environments where they can develop their careers without fear of redundancy or layoffs. When job security is prioritized within educational institutions, it fosters loyalty and commitment among the staff, which enhances overall job performance across genders.

The finding is in line with (Alzalabani, 2017) who observed that male teachers often view job security as crucial for their long-term career planning. A stable job allows them to focus on professional development without the fear of sudden unemployment. For female teachers, job security can be especially significant due to societal expectations surrounding caregiving roles, which can impact their work-life balance.

Conclusion

In conclusion, economic incentives, job security, working conditions, and organizational interpersonal dynamics has profound effects on teachers' performance and satisfaction. Addressing these negative implications requires a comprehensive approach that prioritizes equitable compensation, fosters a supportive and secure work environment, ensures favorable working conditions, and cultivates positive interpersonal relationships. Ultimately, enhancing teacher performance in these areas leads to better educational outcomes for students.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. With regards to the findings on economic incentive, Secondary Education Board of Ebonyi State from time to time, should make provision for leave allowance, retirement benefits, hazard allowance and regular payment of promotion benefits, this will serve as a means of enhancing teachers' job performance.
2. Based on the findings on job security Secondary Education Board should guaranteed long term career opportunities, regular promotion and also increase teachers' years of services.

Implications of the Study

The findings on economics incentives implies that when economic incentives are not distributed equitably, it can lead to disparities that demotivate teachers. For instance, if only certain schools or regions offer competitive salaries or bonuses, it discourages collaboration and exacerbates feelings of inadequacy among educators in less funded areas. Notwithstanding, a focus on individual economic incentives (like merit pay) can foster a competitive rather than cooperative environment achievements rather than collaborating for collective success, harming the overall educational environment. So, Economic incentives tied to standardized testing scores may encourage teachers to "teach to the test," neglecting creative or critical thinking skills and resulting in a narrowed curriculum that fails to engage students.

The findings on job security implies that, if teachers feel their job security is tenuous due to performance evaluations tied to student outcomes or other metrics they may be reluctant to try innovative teaching methods or take risks that could enhance student learning. Constant uncertainty about job security can lead to high levels of stress and burnout among educators. This stress negatively impacts their performance and satisfaction, leading to poorer student interactions and engagement. High turnover rates driven by insecurity can lead to a lack of continuity and experience within schools, hindering student achievement as new teachers often require time to develop effective classroom management and teaching strategies.

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