

Teachers' Fringe Benefits and Teachers' Professional Development as Correlate of Teachers' Job Performance in Senior Secondary Schools in Adamawa State

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Abstract:- This study investigated the “Teachers’ fringe benefits, teachers’ professional development as correlate of teachers’ job performance in Senior Secondary Schools in Adamawa State”. The purpose of this study is to determine the teacher’ fringe benefits, teachers’ professional development as correlate of teachers’ job performance in Senior Secondary Schools in Adamawa State, two research questions and two hypotheses guided the study. The study adopted correlational survey design. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 166 principals and 166 teachers was determined using Taro Yamane’s formular. The instrument was questionnaire developed by the researcher for the study on teachers’ fringe benefits, teachers’ professional development for teachers’ determination questionnaire (TFTPDTDQ) and teachers’ job performance questionnaire (TJPQ). The instrument was validated by 3 experts in Physical Sciences Education Department, School of Technology and Science Education Modibbo Adama University of Technology, Yola. The questionnaire was subjected to a pilot study conducted in 6 senior secondary schools in Adamawa State and reliability coefficient was 0.94 and 0.92 using cronbach’s alpha method. The data was collected with the help of four research assistant within the period of 4 weeks. The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation Coefficient (PPMCC). Findings indicated that there were significant relationships between teachers’ fringe benefits, teachers’ professional development and teachers’ job performance in senior secondary schools in Adamawa state. The study concluded that there is a significant relationship between teachers’ fringe benefits, teachers’ professional development and teachers’ job performance and recommendations among others included giving teachers’ surprise packages and sending them on training programmes.

Keywords: - Fringe Benefits, Teachers’ Professional Development and Teachers’ Job Performance.

I. INTRODUCTION

The developmental aims of Education in terms of its goals and objectives cannot be achieved without teachers who possess the necessary moral, intellectual, physical qualities in line with the required professional knowledge, skills and practices. The teacher is a person with the responsibility of training by educating members of any given society towards the acquisition of desired: knowledge, values, ideologies and skills for the benefit of the society (Osei, 2011). A professional teacher must have qualification and qualities necessary to execute teaching profession effectively, so as to instill in the products the desired knowledge and skills. Nanny (2012) opined that teachers’ intend to do better when provided with a favorable working environment. The favorable working environment, not necessarily a better pay, if effectively achieved to drive the utility of a staff, one gets satisfied and the output is high. In same view, George and Jones (2008) cited Mwamwenda (1995) who observed that job dissatisfaction base on conditions of service led to undesired attitudes to work such as; constant teacher absenteeism from schools, misbehavior towards mates and students’, emotional withdrawal from carrying out task, burn-out, and leaving before school hours, among secondary school teachers, which may affect students’ achievement negatively since its agreed that learners performance is a function of the teachers’ job performance.

Also a collection of various fringe benefits or compensation given to employees should be provided, in addition to wages or salaries beyond a regular salary or wage with monetary value such as pension, health insurance coverage, and life insurance coverage. Alexandra (2009) viewed the schools as an exchange of activities through which reward (inducement) are giving for task just as in an organization, the teachers’ received payment of salaries in exchange for their teaching. He explained further that an employee remain in the schools much longer as he realized the benefit are larger than the contribution.

A collection of various inducements and surprise packages given by an employment which are due from taxation as long as certain satisfactions are well achieved, they are benefiting or compensation given to staffs in

addition to prompt payment salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, and life insurance coverage.

Armstrong, (2012) also stated that in addition to the provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and pension plans. Pramudjono (2013) expressed that cash bonuses serve as the most effective incentives that can enhance productivity most especially when such were based on productivity. He noted that where there are no cash bonuses beside the normal wages, productivity seems to be a low level.

It is necessary to provide teachers' professional development in any organization, Teachers' professional development and training must be usual input and appropriate part of the schools management if teachers' would be performing their job effectively, motivated and get enough satisfaction from their organizations; this refers to the task provided for the teachers' at lower and upper management level within and outside schools environment. It is a teaching activity planned and initiated by an organization (Alnabhani, 2007). Alexandra (2009) also viewed teachers' professional development refers to the aspect in managerial activities, which implies the teacher' training, workshops and seminars of a staffs in an organization to improve their regular performance in the schools.

One of the best part human capital theorists is the training and development of manpower acquisition or individual factor of production. This enlarges productivity that can only be utilized when avenue for an innovation and training is easy for the work. Both affective, cognitive and psychomotor of staffs training and development are effective to drive the one of technical knowledge among staff . Teachers' professional development can suitably be defined as work given for the supporting staffs and superiors within and outside an organization (schools). It is a teaching and learning activity organized and provided by an organization.

Alexandra (2009) also viewed teachers' professional development part of every organization, which simplifies the development of an individual in an school organizations to improve the staffs performance. When Alexandra observed that teachers' effectiveness in seminars and workshops for training of personnel management in an schools towards motivating teachers' to become competency and working effectively in achieving a specified developmental goals of education. Teachers' development is to promote teaching and learning process when teachers' gives out ideas, knowledge and when they are motivated to test the expectancy output they establish. All tasks that led to the development of staffs' perfection are achieved through teachers' professional development which includes seminars and workshops, something that is motivated by the superior leader for their staffs within the organization. The school system has to provide the

minimum as well as maximum training and development to its teachers' (both academic and non-academic) to ensure their least become motivated with the procedures, objectives, policies standards, regulations, standards, and cautions enacted by the school organization and the particular positions of his or her job, The teachers' professional development mostly may be more advantageous if it is based on optimizing the school programs. He observed more that the wants for training and developments specifically the one of training requires is constant and usual determination by the specific deficiency that exists or that is influence negatively in an organization. It could be suggested that training requires an observable difference between the set of performance and competencies of a teacher and the kind of performance appraisal evaluation or competence evaluation of staffs is expected to possess.

The kind of training and development that can be established for an school and educational systems must be, in-service training for teachers', on-the-job training for teachers', off-the-job training, vestibule training, conference training, off-the-job Training, Staff seminar, workshops, induction courses, etc. The principals' should play much attention on helpful task given to them in making sure that competent teachers' go on in-service training and where they have maximum deficiency, much consideration must be given to help eliminate it. It has been established over the year that learning is a continuous process from cradle to grave. It is expected, therefore, that teachers' professional development should be part of the management package if desired result is to be achieved. Adequately competent staffs must be administered and usual monitoring by supervisors for developing human productivity must be put into consideration to ensure goal achievement. Teachers' professional development and training are mostly an in-build and best part of the educational system and output if teachers' carry out their work effectively as well if they are motivated and get full utility from their activities in the schools. Teachers' performance and productivity are tested by relating teachers' performance on the duties and task given to them with annual performance appraisal is expected of teachers' within the school environment and which are crucial to their actualization of set educational aims and objectives (Aguinis, 2009)

Alhabsi (2009) opined that lower performance within the students is caused by a serious problem that arrived in employees' attitudes towards administration and management. this stresses the significance of teachers' feelings and brings out the optimum element which is "the need to be satisfied with the feelings of recognition and self-respect on part others". This involved driving attention to specific works analysis, technical and selection tests, workshops. Alhabsi (2009) also argues that some early assessment were directed to evaluation, for example, workers' reaction towards their works, management, students and society at large, as factors that influence the teachers' needs to carry out work and their interest in their activities within the school.

Barton and Wolery (2007) concluded that it looks like the duties and work performance have negative impact on job satisfaction for teachers' in schools. This was found that teachers' who scores high performance had also very high morale. On the other side, it was found that teachers' who achieved lower performance had very poor morale. Specifically, since staffs, even within a single work team, vary considerably in their attitudes, personality and responses, a solution that results well for some will not be effective for others. As webb (2008) opined that there is no "any best way" to take care of the problems. Therefore, what is necessary is a strong strategy to motivate each teacher though, as Al-Farsi (2007) points out; its improvement in the short and long term present a "constant challenge" to school management. However, as I point out earlier, better performance requires not only motivational strategy, but also the expected skills and a conducive work environment with the necessary facilities and conducive working environment.

Omako (2008) suggested that most staffs in public and private schools cited job security as the best advantage that drives an employee to perform his duty and enjoyed in public and private schools. These factors are basically teachers' associate and edge on motivational factors in service rendering, training and development for achieving required skills and knowledge, better achievements, facilities rewards and conducive working environment. Tella et al, (2010) opined that if staffs' have high expectation to raise student achievement scores, teachers' have ability to improve the high scores and should be considered very effective. That ability can be interpreted to result good job performance.

➤ *Statement of the Problem*

Unstable change in government policies such as in ability to pay promptly teachers' soft packages, in consistence of teachers' pension fund disbursement, and in conclusive of teachers' in short-term and long-term service reward programmes have been said to be the cause of poor performance and achievement goals of teachers at a place of work. There should be a deliberate policy by the government in this area. Since every set of our children is our valuable natural achievement, every set of teachers' is a crucial societal failure. In the absence of well skilled and professional quality teachers, the achievements of students and youngsters within the society are not realized. It's necessary for Adamawa State Government to enhance teachers' job performance through adequate fringe benefits and teachers' professional development, in order to upgrade the education system and educational output.

➤ *Objectives of The Study*

The specific objectives of this study are to determine:

- The relationship between fringe benefits and teachers' job performance in secondary schools of Adamawa State.
- The relationship between teachers' professional development and teachers' job performance in secondary schools of Adamawa State.

➤ *Research Questions*

The following research questions were formulated to guide this study:

- What is the extent of payment of fringe benefits in secondary schools of Adamawa state?
- What is the extent of teachers' professional development in secondary schools of Adamawa state?

➤ *Hypotheses*

The following hypotheses are formulated to be tested at 0.05 level of significance.

- **H₀₁:** There is no significant relationship between payment of fringe benefits and teachers' job performance in senior secondary schools of Adamawa State.
- **H₀₂:** There is no significant relationship between teachers' professional development and teachers' job performance in senior secondary schools of Adamawa State.

II. METHODOLOGY

The study adopted correlational survey design. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 166 principals and 166 teachers was determined using Taro Yamane's formular. The instrument was questionnaire developed by the researcher for the study on teachers' fringe benefits, teachers' professional development for teachers' determination questionnaire (TFTPDTDQ) and teachers' job performance questionnaire (TJPQ). The instrument was validated by 3 experts in Physical Sciences Education Department, School of Technology and Science Education Modibbo Adama University of Technology, Yola. The questionnaire was subjected to a pilot study conducted in 6 senior secondary schools in Adamawa State and reliability coefficient was 0.94 and 0.92 using cronbach's alpha method. The data was collected with the help of four research assistant within the period of 4 weeks. The data was analyzed using a statistical tool of mean and standard deviation for answering research questions and the null hypotheses was tested using Pearson Product Moment Correlation Coefficient (PPMCC).

III. FINDINGS

This chapter presents data analysis, results and discussion of the findings. The data collected were organized and analyzed.

❖ *Data Analysis and Presentation of Results*

Two research questions were raised and answered using descriptive statistics of mean and standard deviation.

Two hypotheses were formulated and tested at 0.05 level of significance using Pearson product moment correlation coefficient.

➤ *Research Question 1*

What is the extent of payment of fringe benefits in senior secondary schools of Adamawa state?

S/No	Items	N	Mean	S.D	Remark
21	To what extent does loans motivate teachers	166	3.82	1.09	HE
22	Duty tour allowances paid to teachers enhance their job performance	166	3.32	1.38	ME
23	Medical allowances given to teachers improve their job performance	166	2.95	1.36	ME
24	Transport allowances are given to teachers going to seminars enhances job performance	166	3.29	1.38	ME
25	More staff quarters are built in schools to accommodate newly posted teachers to schools	166	2.64	1.25	ME
26	Car loans are given to teachers to support their earnings in schools	166	2.76	1.38	ME
27	Welfare packages are given to teachers who are due to them	166	2.82	1.03	ME
28	Amenities such as water, light are provided for teachers enhance their job performance	166	3.84	1.31	HE
29	Availability of free accommodations for teachers improves their job performance	166	3.48	1.19	ME
30	Provision of free drugs and medical treatments encourage teachers' job performance.	166	3.11	1.36	ME
Grand Mean			3.20	1.27	ME

Table 1:- Mean and Standard Deviation for the Extent of Payment of Fringe Benefits in Senior Secondary Schools of Adamawa State?

Key: SD = Standard deviation, HE= High extent, ME= Moderate extent

The descriptive statistics in Table 1 above shows the mean and standard deviation of teachers' responses on the extent of payment of fringe benefits relates in senior secondary schools of Adamawa state. The table indicates high extent for items 21 and 28; and moderate extent for items 22-27 and 29-30, all items concern the extent of payment of fringe benefits in senior secondary schools in

Adamawa state. Finally, the result as indicated on Table 1 by the grand mean of 3.20. This implies that there is a moderate extent of payment of fringe benefits in senior secondary schools in Adamawa state.

➤ *Research Question 2*

What is the extent of teachers' professional development in senior secondary schools of Adamawa state?

S/No	Items	N	Mean	S.D	Remark
31	Teachers are encouraged to go to conferences to improve their job performance	166	3.27	1.35	ME
32	Newly employed teachers' are given orientation training so as to increase the school programme	166	3.17	1.24	ME
33	Teachers are recommended to go for training only on their profession	166	3.40	1.15	ME
34	Teachers are encouraged to go for in-service training to keep them up-to-date	166	2.89	1.17	ME
35	Teachers are encouraged to go for computer training to increase their productivity	166	3.22	1.26	ME
36	Teachers are recommended for training in some areas that relate to their profession	166	2.41	1.16	ME
37	Teachers are encouraged to go to workshops to update their knowledge on the job	166	3.55	1.30	HE
38		166	2.60	1.20	ME
39	The school organizes seminar for teachers to enhance their job performance	166	3.33	1.31	ME
40	The school principal encourages experienced staff to mentor less experienced	166	3.21	1.21	ME
	The school organizes symposium for teachers' for better job performance				
Grand Mean			3.11	1.24	ME

Table 2:- Mean and Standard Deviation for the Extent of Teachers' Professional Development in Senior Secondary Schools in Adamawa State.

Key: SD = Standard deviation, , HE= High extent, ME= Moderate extent

The descriptive statistics in Table 2 above shows the mean and standard deviation of teachers' responses on the extent of teachers' professional development in senior secondary schools in Adamawa state. Finally, the result as indicated on Table 2 by the grand mean of 3.11. This implies that there is a moderate extent of teachers' professional development in senior secondary schools in Adamawa state.

➤ *Hypotheses Testing*

The hypotheses were tested using a statistical tool of Pearson Product Moment Correlation.

- **H0₁:** There is no significant relationship between payment of fringe benefits and teachers' job performance in senior secondary schools of Adamawa State.

Model		Fringe Benefits	Job Performance
Fringe benefits	Pearson Correlation	1	.088
	Sig.(2- tailed)		.921
	N	166	166
Teachers' Job performance	Pearson Correlation	.088	1
	Sig.(2- tailed)	.921	
	N	166	166

Table 3:- Summary of Pearson Product Moment Correlation Statistic for Relationship between Payment of Fringe Benefits and Teachers' Job Performance.

** . Correlation is significant at the 0.05 level (2-tailed).

The relationship between payment of fringe benefits and teachers' job performance was investigated using Pearson Product Moment Correlation Coefficient, which indicated significant relationship, since $p < 0.05$. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a strong, positive correlation between the two variables, $\rho = 0.92$, $n = 166$, $p < 0.05$, with moderate

level of payment fringe benefits and moderate level of job performance.

- **H0₂:** There is no significant relationship between teachers' professional development and teachers' job performance in senior secondary schools of Adamawa state

Model		Profession development	Job Performance
Teachers' professional development	Pearson Correlation	1	.061
	Sig.(2-tailed)		.689
	N	166	166
Teachers' Job performance	Pearson Correlation	.061	1
	Sig.(2- tailed)	.689	
	N	166	166

Table 4:- Summary of Pearson Product Moment Correlation Statistic for Relationship between Teachers' Professional Development and Teachers' Job Performance.

** Correlation is significant at the 0.05 level (2-tailed).

The relationship between teachers' professional development and teachers' job performance was investigated using Pearson Product Moment Correlation coefficient, which indicated significant relationship, since $p < 0.05$. Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a strong, positive correlation between the two variables, $\rho = 0.68$, $n = 166$, $p < 0.05$, with moderate level of teachers' professional development and moderate level of job performance.

IV. CONCLUSION

On the basis of finding of the study it was concluded that, teachers' fringe benefits and teachers' professional development have significant relationship with teachers' job performance in senior secondary schools in Adamawa state.

RECOMMENDATIONS

Based on the outcome of the data analysis, the following recommendations will go a long way in improving the teachers' job performance in senior secondary schools in Adamawa state and Nigeria in general.

- The government and school management should motivate teachers by surprise packages such as soft loans, free medical care, free accommodation etc. which will motivate them to enhance their job performance.
- Regular teachers' professional development is an energizer for effective job performance. The government and school management staff should ensure regular training and retraining of teachers through in-service training, seminars, conferences and workshops towards enhancing job performance.

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