



# Teachers' Welfare and Commitment as Determinants of Productivity in Bayelsa State, Nigeria

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## Abstract

The study examined Teachers' Welfare and Commitment as determinants of Productivity in Secondary Schools in Bayelsa State. A descriptive survey research design was employed. Ten public secondary schools were randomly selected in Yenagoa Local Government Area. There were three hundred and fifty (350) respondents, two hundred students (200), one hundred and forty teachers (140) and ten (10) principals. Well-structured questionnaires were used as research instruments titled: Welfare and Commitment as Determinants of Productivity in Bayelsa State. Four research questions and one hypothesis were formulated to guide the work. Data analysis was done through the use of table, frequency and simple percentage. Pearson Product Moment correlation analysis was used to test the hypothesis at 0.05 significant levels. It was discovered that teacher welfare package enhance productivity. The study revealed that effective organization/management, staff training, good financial benefits and regular promotion influence productivity. The study further showed the total result of student's performance between years 2004-2008. Also, there was a negative but significant relationship between teachers' commitment and students' academic performance in SSCE examinations. The study recommended that government should endeavor to improve teachers' welfare package. Vis-à-vis more educational facilities should be provided by the government such as ICT facilities to the secondary schools for the preparation of teachers so that they can be well equipped in the use of computers. This will aid the teachers to perform more in their duties.

**Keywords:** Teachers' Welfare, Commitment, Determinants of Productivity, Bayelsa State, Nigeria.

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## INTRODUCTION

Education in the broad sense is the entire process of socialization by which man and woman learn to adapt, and, where necessary, conquer their environment. It is the process of

developing the cognitive, affective and psychomotor faculties of the individuals and groups in order to equip them with knowledge and skills necessary to survive and make progress in the human society.

The National Policy on Education (2004) states "Education in Nigeria is an instrument 'par excellence' for affective national development... It is therefore, desirable for the nation to spell out clear and unequivocal terms the philosophy and objectives that underlie its investment in education. Ojoawo (1995) posited that education is recognized both as an end in itself and as a mean to achieve many other ends. It is the only sector in the economy that has the primary responsibilities of human resources development from cradle to adulthood for the purpose of national development. Akangbou (1991) wrote that "Education is a service provided in all countries of the world with many objectives in mind. These objectives include the development of the skills required for a more rapid growth of the economy and provision of basic knowledge to the citizens of the country concerned". Emphasizing the importance of education in the social and economic development of a country, the success, survival and continuity of any organization in a competitive world is ultimately determined by the productivity of its employees (workers) as well as the satisfaction which these workers derive from performing their jobs (Olaniyan, 1990).

The teacher is regarded as the man or woman who has undergone some professional/academic training to prepare him or her for the task of facilitating the education of children and young learners in the school. The school on its own part is the structured environment organized to provide or encourage interaction between the teacher and the learner in the complex process of learning. Teaching is seen as a matter of great importance and generally a suitable tool to hand down the people or nation legacies from one generation to another. "Teaching should be regarded as a profession. It is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. It also calls for a sense of personal and corporate responsibility for the education and welfare of pupils in their charge" (Teachers Code of Conduct, 2009, 3 Rec.6).

Indeed, the state of education in Nigeria is below expectation (non-productive) and the level of our teachers' commitment is a reflection of their welfare packages that is not benefiting. President Umaru Yar' Adua believes much more in vision 2020 and that is why he choose education as one of his 7 point agenda, in order to meet up with the United Nations' Millennium Development Goals (MDGS) in 2015 and to make Nigeria one of the top 20 economies countries in the world by the year 2020. The National Policy on Education (2004; 33) Says "Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development "The goals of teacher education among others is to: (a) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; (b) to enhance teachers commitment to the teaching profession. The quality of teachers is as vital as the quality of the students. Experience has shown that owing to social, political, economic and even educational delicacy situation, it has gradually become so difficult to find teachers who know and are motivated to teach their subject in a better way. However, Stodgily (1974) said that "there would be high level of productivity if on their part the administrators could recognize the teachers needs and provide opportunity for smooth teaching and learning process".

There is need for teachers' good welfare conditions which would bring about total commitment for the purpose of productivity in the education sector. To ensure effective job performance in any organization, workers must be involved in articulating their own needs and in participating in the making of vital output through their commitment. (Olaniyan, 1990).

For a school organization to be able to perform to the expectations there is need to recognize teachers (staff) personnel services. In line with Olaniyi (1998), a school administrator should be able to administer the personnel services or polices, which would help in high output through:

- Recruitment;
- Selection;
- Orientation;
- Assignment;
- Retention;
- Development;
- Supervision;
- Motivation;
- Evaluation

In his view, Eduese (1996) opined that "High productivity is the hallmark of growth and development of every nation all over the world. The level of efficiency, productivity and the ability of the education system to achieve its set goals depend on the teachers as reflected in performing their defined roles because teachers are the fulcrum upon which the whole educational system revolves". The teachers' dedication and commitment is subjected to the management system which rest mostly on the remuneration of the teachers.

Loyd et al. (2000) agrees that "Teachers have an important impact on students' achievement and also play a crucial role in the educational attainment". Article 8 of the UNESCO charter states that working conditions for teachers should be such as will best promote effectiveness (effective learning) enable teachers to concentrate on their professional task. Both teaching learning process centralize on teachers, for there can be no meaningful socio-economic and political development in any society without teachers. There is general fear that the perceived fallen standard of education in Nigeria is due to regular strike of teachers, this which is majorly based on financial crisis between the teachers union and the government agency.

It is against this background that the researcher focuses on investigating the teachers' welfare and commitment as determinants of productivity in public secondary schools in Bayelsa State.

### **Statement of the Problem**

The poor contributions of teachers depend on the low level of motivation received from their employer. Indeed teachers need to be taken care of before they can be committed to their job. It is then we can achieve high standard of education. Over the years, there had been several records of teachers' strikes and poor performance of students in our educational sector especially secondary schools. Teacher commitment and engagement had been identified as one of the most critical factors in the success and failure of education. It contributes to teachers work performances, absenteeism, burnout and turnout, as having an important influence on students achievement in and around school. Teachers productivity in secondary schools may be determined by several factors among which are poor working conditions, delay of teachers' salaries and allowance, failure of government to grant regular promotion, bad surrounding for learning, inappropriate national education policies etc. All these factors have bedeviled our educational system hence led to low productivity of teachers' performance.

In most of the secondary schools in Bayelsa State especially in Yenagoa Local Government Area, teachers have been facing a lot of challenges ranging from poor welfare conditions and poor school organization. Therefore, for teachers in the secondary schools to be productive, they must be respected through the appropriate provision of welfare benefits.

It is in view of these aforementioned problems that this research is designed in order to find out the extent of teachers welfare and commitment as determinants of their productivity in the school system in Bayelsa State.

### **Purpose of the Study**

The main purpose of the study was to determine the teachers' welfare and commitment as the determinants of their productivity in the school system. In Nigeria education, especially at the secondary schools, there is need for effective teaching / learning process hence, this study is designed to ascertain the essence of welfare and commitment on the teachers' productivity in the study area. Specifically, this study aims at identifying the welfare problems and commitment of teachers to their duties in order to find ways of solving the problem. Others are:

- To determine the extent to which the teacher welfare impact (affect) the performance (i.e. commitment) toward high productivity in the school system.
- To determine the effect of teachers commitment on the general performance of students in Bayelsa State.

### **Research Questions**

This study seeks to find solutions to the following research questions:

- What is the welfare package of secondary school teachers in Bayelsa State?
- How committed are the secondary school teachers in Bayelsa State?
- How does the welfare condition enhance teachers' productivity in Bayelsa State?
- What is the profile of academic performance of secondary school students in Bayelsa State?

### **Research Hypothesis**

The following research hypothesis was formulated to direct the study:

- There is no significant relationship between teachers commitment and students' academic performance in Bayelsa State.

## **LITERATURE REVIEW**

### **Teachers Welfare as Determinant of Productivity**

The concept of work has been centralized to human consciousness for untold ages. Homosapiens is not fully defined as the toolmakers, but making tools. The systematic, purposeful, and organized approach to work is specific and unique human activities. (Drucker, 1979). Frederick Taylor was the first man in record to study and describe work; he was known to be the founding father of the science of work. The most important factor is that work and working are fundamentally different. What is needed to make work productive is

quite different from what is needed to make the worker achieving. The worker must, therefore, be managed according to the logic of the work and the dynamic of working.

Stone (1982) sees welfare as that part of management which is concerned with the physical and mental being of employees. It should be noted that personal satisfaction of the workers without productive work is failure, but so is productive work that destroys the worker is failure; but so is productive work that destroys the works achievement. Neither can be sustained for very long.

Workmen's compensation policies provides for the payment of lost income and damages. The human capital model argued that 'skills are required through investment in education, which also adds to overall volume of national competitiveness. (Longe, 1979) Teachers' salaries were not paid adequately, schools were not well maintained and facilities were not adequately provided owing to the fact that management of secondary education had to be oscillating among the three tiers of government. Ehusani (2003) agrees that teachers are the least paid (remunerated) workers in the Nigerian economy, they have become notorious for poverty.

The high rate of failure stems from a potpourri of factors including dearth of teaching aids, lack of infrastructure, poor remuneration for teachers, teachers heavy work load, poor students teacher ratio; students poor attitude to study (The Punch, April, 2009).

On their comment on their welfare, Academic Staff Union of Secondary Schools (ASUSS) bemoaned their lot and concluded that the country's evaluation sector has failed. They requested for more attention and better conditions of services from all tiers of government as a condition for laying a solid foundation for the country's development. I think that the main problem of Nigeria education is rooted in the bad leadership. An average Nigerian is groaning under the yoke of wanton neglect, frustration, discrimination, exploitation and scorn. (The Guardian; .October, 2009).The welfare of teachers needs to be seen under the following concepts before the government can boast of welfare of her employer. These are: Medical Facilities, Job security, Allowance, Good salaries and Pension. (Oyelade, 2001).

In the education sector of any national economy there is always a compensation process which aims at distributing the salaries and wages and other benefits in order that the system can attract and retain such personnel as it describes to maximize meaningfully educational experiences among the students of the system. From the state level of secondary school administration, there are academic personnel because it is unavoidable. In essence, workers may generally work for interest and needs which must be taken care of by both the reward system and the type of level of production.

Apart from the financing rewards which provide food, shelter and clothing for them, they may also be working according to Gross (1964) to fulfill needs like respect, power, camaraderie, prestige, and creativity within the work environment. It is the creation of condition within a job situation to fulfill these needs for workers that may be regarded as the provision of organizational incentives by the employing agency.

Spuck (1974) found that a lot many shades of psychic rewards are necessary if the school administrator wants to facilitate his administration by way of building up job satisfaction among school staff. Needs of staff that must not be ignored include: Special commendations, recognition, appreciation, status, symbols, transfer to more attractive work and psychological security. According to Spuck, there are eight rewards categories in a normal reward structure for education system (see table 1).

Table 1: Reward Categories, classification and explanation

s/n	Reward Categories	Reward Classification	Explanation
1.	Material inducements	Extrinsic	Monetary reward
2.	Supported recognition of community	Environmental	Feeling of respect
3.	Physical conditions	Environmental	Modern facilities custodial services physical comfort attractiveness
4.	Pride of workmanship	Intrinsic	Sense of accomplishment
5.	Social interaction with peers	Intrinsic	Positive social relationship with peer
6.	Agreement with (stated goals and polices)	Intrinsic	Individual value system
7.	Ability to influence school policies	Extrinsic	Power to be able to influence policies
8.	Environmental working conditions	Environmental	Classes assigned and teaching flexibility conditions

Source: Spuck (1974) Reward structure in the Public High schools.

From the above view of Spuck, we can conclude that rewards are very important for every increase of every production activities.

### Teacher's Commitment as Determinant of Productivity

This is another concept that is inevitable when taking productivity into consideration. It is an attitude that is associated with the professional behavior of teachers. Ebmeier and Nicklaus (1999) agree that it is teachers' affective and emotional reaction to their experience in a school setting. By commitment, a good teacher is expected to display a high sense of devotion to duty and this should be reflected to all activities he engages in during and after the school hours like games, etc. (Adeyanju, Salami & Okemakinde, 2003).

To ensure effectiveness of job performance in any organization, workers must be involved in articulating their own needs and in participating in the making of vital output through their commitment (Olaniyan, 1990).

The dimension of commitment on the school as an organization was supported by some scholars. Hubber (1999), Louis (1998), Isui and Cheng (1999) agreed that teachers are committed to a particular organization's philosophy, clientele, goals, value or even its reputation. This goes beyond the policy setting but a willingness of an individual to invest their personal goals.

Most teachers in Nigeria are poorly prepared. Those in the services are rarely exposed to new theories, techniques, demonstrations and practices. This is because of lack of well-designed continuous in-service training (Longe, 1999). The reports from public examination have shown that most of the failures recorded occurred as a result of the un-commitment spirit of our teachers.

The Punch of April 5, 2009 recorded that the high failure rate stems from a pot pourri of factors, including dearth of teaching aids, lack of infrastructure, poor remuneration of teachers, lack of commitment by teachers, teachers heavy work load, poor student teacher ratio, shortage of books and students poor attitude.

In his contribution to education, the Ekiti state government rewarded his teachers during 2009 Teacher's Day, She gave N100, 000 each to six (6) distinguished teachers in primary and secondary schools. Also, 48 Certificates of Merit (COM) were given to 48 teachers, with a charge to contribute and to deliver their best to the education in the state (The Guardian, October, 2009).

Article 8 of the UNESCO charter states that working conditions for teachers should be such as will best promote effectiveness (effective learning) and enable teachers to concentrate on their professional tasks (UNESCO, 2003).

Commitment is one of the fundamental components of personnel characteristics because it addresses the level of workers participation (Lock, 2002). However, Sloma (1980) opined that ineffective workers seek only job security without commitment. In his view, Robins (1983) asserted that employee whose lifetime employment with an organization become committed to the organization consequently may put up with unsatisfactory conditions.

Marchiore (1983) accused management in every organization of abdicating its duties of evoking employees' commitment to productivity goals. The theory of commitment is very relevant in the Wickes Thomas theory. It is the fourth element in Wickes Thomas hierarchical ordering of change management process in any organization. It is stated that "It is the duty of the manager to encourage members to publicly commit themselves to the proposed change. Commitment occurs most of the time due to motivation and that actual mechanism drive the staff to be more active in their duties hence bring about productivity in an organization.

### **Studies on Teacher's Commitment**

Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Nias, 1981; Tsui & Cheng, 1999). The traditional view of teacher commitment considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching. Teaching is a complex and demanding profession, to sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of 'commitment', as investment of personal resources, has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers are needing to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day' (Hargreaves, 1994: 108). At a time when education is in constant flux, teachers are expected to reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must be committed teachers, passionate teachers: the dimension of passion associated with teacher commitment incorporate:

**Teacher commitment as a 'passion':** This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

**Teacher commitment as an investment of time outside of contact hours with students:** This conception identified teacher commitment as an investment of 'extra' time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site.

**Teacher commitment as a focus on the individual needs of the students:** This conception considers teacher commitment to be a sharp focus on the needs of the student. Student needs are discussed as either emotional and/ or academic.

**Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs:** This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skills, understandings and values.

**Teacher commitment as 'maintaining professional knowledge':** This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

**Teacher commitment as engagement with the school community:** This conception considers teacher commitment to be the willingness to engage with the school and the school's community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom perhaps even extends beyond the boundary of the school.

### **Studies on Teachers Productivity**

The concept of productivity is largely nebulous. It means many things to different people and professions and is fraught with diverse interpretations by different segments of society: - educationists, accountants, economics, politicians and general public.

In general terms, productivity has been defined as the relationship between the output generated by a production or service system and the input provided to create this output. (Prokopenko, 1987). By this, productivity can be said to be the efficient use of resources, labour, capital, land, materials, energy, information, etc. in the production of various goods and services.

In a broad sense, therefore, productivity is pertinent to all discipline and sub-discipline concerned with the identification, quantitative description, evaluation and control of functional systems or purposeful activities (Adeniji, 1999). The basic concept is always the relationship between the quantity and quality of goods and services produced and the quantity of resources used to produce them. Hence, by relating resources input to the output, productivity whether in education or industry, attempts to assess the cost – effectiveness and efficiency of a given system.

This means that productivity is a relative term, relative because a clerk in an office or school may be said to be more productive than a teacher in a school. In this regard, we tend to measure productivity in terms of results (performance). However, it is important to note that productivity is not measurable in terms of money only. Variables of measuring productivity other than monetary variables are also used. That is why Drucker (1968) suggested that what is needed is a concept of productivity that considers together all the efforts that go into output and expresses them in relation to their results; for example, he would want to see factors like organizational structure, human relations, (inter personal relationship), time (hours of work) etc recognized as productivity factors.

In educational system, therefore, productivity refers to the ratio between the total educational output and the resources input utilized in the production process (Anyanwu, (1983). People tend to focus attention on the performances of the individual in an organization, I think it is an erroneous way of measuring productivity; instead they should appreciate the forces that direct performance of the general staff.

Consequently, measurement of productivity is done using either. Students' achievement scores in internal or external examinations, attitude of students to learning, the discipline of students, the teachers' attitude toward work etc.

Vroom (1964) pointed to the complexity of the issues of productivity he says it is the resultant of a complex of factors both individual and situations, both phenomenal and objective on either side, both rational and irrational factors appeared to be involved, some being forces toward and others against high productivity.

Productivity is also increasingly linked with quality of output, input and the process itself. The process model assumes effectiveness if internal functioning of a school is smooth and healthy.

Cheng (1993) view the internal organizational activities and practices in school as important criteria for effectiveness. Teacher productivity in many studies has been associated with output or end-result of the school academic goals like end of term result, school mock examination, WACE results or a combination of these (Osinowo & Akanbi, 1986).

For this study, teacher productivity will be measured against the attitudes of students, their achievement, their inter-personal relationship which directly or indirectly affect teacher's attitude to work (effective learning) and enable teachers to concentrate on their professional tasks (UNESCO, 2003).

Relatively little is in the literature on Teachers Productivity. Productivity is concerned with the overall efficiency and effectiveness of getting things done. It is essentially a ratio to measure how well an organization converts resources into goods and services.

However, in a school setting, teachers' productivity may be measured in terms of teachers' performance. In assessing the instructor's performance, qualitative tools such as standardized test scores of students have been used (Schaer & Thum, 2004).

The success, survival and continuity of any organization in a competitive world is ultimately determined by the productivity of its employees as well as the satisfaction which these workers derive from performing their jobs (Olaniyan, 1990).

The major tool (indicators) of school performance is student academic performance, most especially at the external level. If the majority of student presented for *WAECINECO* examination have below five credits the performance is low, it shows the level of teachers commitment. But if the majority has above five credits, the performance is rated high (Atanda & Waheed, 2006).

Blankstain (1996) opined that grades and test scores do not reflect the quality of instruction because teachers input is not the only factor that influences students' academic achievement in schools. However, students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. The studies of Barnett et al. (2003) and Pozo-Munoz et al (2000) suggest that students rating are valuable indicators of teaching effectiveness.

Nuher (2004) and Pozo-Munoz et al (2000) warned that students rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness. The school administrators have been used to valuate teachers effectiveness.

Jacob and Lefgren (2006) found a positive correlation between principals' assessment of how effective a teacher is at raising students' achievement and the teacher's success in doing so as measured by the value - added approach. The study has confirmed that teachers'

welfare and commitment are truly most comprehensive evaluation system to measure teachers' effectiveness in secondary schools.

### **Teachers Welfare and Commitment as Determinants of Productivity**

The success, survival and continuity of any organization in a competitive world is ultimately determined by the productivity of its employees as well as the satisfaction which these workers derive from performing their Jobs (Olainiyan, 1990).

The Punch, April (2009) puts it that the high rate of failure stems from a potpourri of factors including lack of infrastructure, poor remuneration for teachers, lack of commitment by teachers, teachers heavy work load, poor student ratio in relation with their teachers, shortage of books and students poor attitude to study.

The gap of poor funding of education has caused a lot' of havoc (crises) between the teachers and education authority. This has been witnessed with frequent teachers' strikes. However, workers should be properly remunerated and motivated if the education system is to be sustained. The current pattern of investment within the education sector is such that tertiary level get the lion share while the secondary level get the least. This type of sharing cannot foster achievement of educational goals (Guardian, October 2009).

Babangida (1989) in his Presidential Annual Budget asserted that in both private and public secondary schools in Nigeria, productivity was very slow and to arrest such, there is need for income (rewards) increase which is to be related to increase in productivity.

### **Constraints to Teachers' Welfare and Commitment in the Education System**

International Bank for Reconstruction and Development, (IBRD) (1994) identifies the following as constraints to teachers' welfare and commitment:

**Resources constraints:** Reflecting the pressure of growing enrolments at the secondary level and intensified demand for higher education, the available resources have been stretched beyond minimal level of effectiveness, indicated by inadequate staffing and deteriorating infrastructure. (IBRD, 1994). Over the years, the provision and funding of education for Nigeria have not always been the sole responsibility of the government (Education Today, 2003).

**Inadequate staffing:** As a result of teachers' salaries being declining in real terms and, as a result the ability of secondary education to retain qualified staff has become a persistent problem in many counties. Due to increase enrolment in schools closely followed by the global recession, the education sector has borne the brunt of the resulting poor funding situation, leading to years of neglect, infrastructural decay, fall in standard, brain drain and other ills that have plagued the system.

**Deteriorating infrastructure:** With continued enrollment expansion accompanied by steadily declining real resources, public institutions have become overcrowded. Examples are infrastructure decay and insufficient pedagogical resources in classroom, laboratories, and libraries can be found in almost all the public secondary schools.

**Internal inefficiency:** Virtually, the decline in resources has been compounded by inefficient use. Even though many public facilities are overburdened by students, they are also often underused. For instance, many schools libraries are closed evenings and weekends in accordance with the civil service regulations.

**Declining research output:** Nigeria educational system has collapsed hence the accountability for significant national researches has failed. Many states have ignored their potential for advanced scientific training and research. The funding of research development has been declining.

**Status of teachers' productivity:** Nigeria witnessed the awkward situation where the government became the sole regulator, operator and financier of education from primary to the tertiary level. The teachers applauded the new dispensation, by which they automatically become civil servants and enjoyed all the privileges of that class, including higher remuneration, more allowances and retirement benefits. Not too long, the moral climate in the schools began to change, academic standard had begun to fall, and the infrastructures had begun to collapse. By the mid-1980s, the funding of the schools become a problem and from then has gone from bad to worse.

The school system and the teaching profession have been so destroyed that the remnant of Nigerian teachers are largely a bunch of disgruntled, disillusioned, frustrated and depressed professionals. One must add here that the terrible damage that was done to the status and image of teachers became unnoticed. This has become a thing of embarrassment to many dedicated teachers (Olakunle, 1999). Indeed, too many things have happened within the last thirty years; the poor educational structure, the management, the administration, the supervision, and the financing, these basic problems had led to culminating in serious dislocation of our educational system (Adewale, 2004).

Quoting Dean Stiles, (1989) "teachers are curators of our yesterdays and the architects of our tomorrows, and to be able to devote one's knowledge and energies to helping others learn is noblest work" he observes that the medical doctor buries his mistake, the engineer dies with his mistake, but the whole society perishes with the mistake of the teacher ( Ejiogu & Alani, 2000). The National Policy on Education of the Federal Republic of Nigeria (1998: 33), emphasized that "No education system can rise above the quality of its teachers. The cost of such training is split between the employer and the worker, rather than being solely borne by the workers as they are in the case of general training.

## **METHODS**

### **Research Design**

This study investigated the impact of teachers' welfare and commitment as determinants of productivity in selected public secondary schools in Bayelsa State. For this research work, a descriptive survey research design was employed. This would allow collection of necessary data for the study.

### **Population**

Population can be defined as the total number of people that can be found in an area (Ezeogu, 1995). The population for this study comprises all the students and teachers in Bayelsa State.

The sample of this study is made up of three hundred and fifty (350) respondents. One hundred and forty (140) teachers', ten (10) principals –and two hundred (200) students from ten (10) public secondary schools in the study area.

## Sample and Sampling Techniques

The sample of this study consisted of the three hundred and fifty respondents (principals, teachers and students) selected by random sampling techniques. Twenty (20) students, fourteen (14) teachers and one (1) principal (school administrators, classroom teachers and students) were randomly selected from each school in ten (10) public schools. The schools that were randomly selected for this study are as follow:

Table 2: The schools that were randomly selected

S/N	Schools Selected	Principal	Teachers	SS3	SS2	Total
1.	Bishop Dimiari Grammar School, Okaka	1	14	10	10	35
2.	St. Jude's Girls Sec. School Amarata	1	14	10	10	35
3.	Epie National School, Kpansia	1	14	10	10	35
4.	Ogbopuru Community Sec. Schl. Koroma	1	14	10	10	35
5.	Central Epie School Opolo	1	14	10	10	35
6.	Community Sec. School Agudama-Epie	1	14	10	10	35
7.	Ogu Grammar School Ogu	1	14	10	10	35
8.	Community Sec. School, Igbogene	1	14	10	10	35
9.	Community Sec. School, Famgbe	1	14	10	10	35
10.	Ekpetiama Compr. High Sch., Tombia	1	14	10	10	35
	<b>Grand total</b>	<b>10</b>	<b>140</b>	<b>100</b>	<b>100</b>	<b>350</b>

However, stratified sampling technique was used in selecting the major respondents i.e. selected teachers; this was because of the mixing nature of the teaching staff in the selected school.

## Research Instrument

A well-structured questionnaire that was developed by the researcher was used to obtain necessary information from the respondents (principals, teachers and students). However, the instrument (questionnaire) was divided into two parts: Section 'A' consists of the general background information about the respondents such as age, sex, class, qualification, experience, marital status etc. Section 'B' comprised of different sub-divisions which were designed to measure the degree of welfare and commitment of teachers in relation with their productivity in the study area Also, this section was based on a four point Likert scale of Strongly A, Agree, Disagree, and Strongly Disagree.

## Validity and Reliability of Instrument

The draft of the structure questionnaire was presented to experts in the field for proper scrutiny. This was to ensure a face and content validity. Also, the researcher made use of a test-re-test method to ensure that the instrument is consistent. It was tested among the undergraduates and post graduates in the department. A reliability co-efficient of .86 was obtained. This shows a high level of reliability of the questionnaire.

## Method of Data Collection and Analysis

The researcher administered the questionnaire with the assistance of two research assistants. Having carried out a visitation on the schools concerned for permission, there was proper administration of the questionnaire. All the questionnaires administered were retrieved i.e. 100% questionnaire were returned.

The statistical tools used to analyze the data are tables; frequency and simple percentage analysis were used to interpret the research questions. To test the formulated hypothesis, Pearson Product Moment Correlation Analysis method was adopted at .05 significance level.

## RESULTS

**Research Question One:** What is the welfare package of secondary school teachers in Bayelsa State?

Table 3: Welfare package of Secondary School Teachers in Bayelsa State

Items	Frequencies
Salary	Monthly
Housing allowance	Monthly
Transport allowance	Monthly
Medical allowance	Monthly
Leave bonus	Monthly
Christmas bonus	Every October, November or December
Study leave with pay	If approved, monthly

National policy on education (2004, p. 33), says no education system may rise above the quality of its teachers. In recognition of this policy statement, the government of Bayelsa State accords its teachers with these welfare packages as a means of committing them to productive service.

Teachers' welfare is of paramount concern to the government of Bayelsa State, on that note the government gave the following packages to the teachers. Majority of the respondents affirmed that government gave these welfare packages. All the teacher's responses agreed the government paid their salary regularly, give other allowances to them as housing allowance, transport allowance, and leave bonus, Christmas bonus, and study leave with pay if approved.

**Research Question Two:** How committed are the Secondary School teachers in Bayelsa State to their duties?

Table 4: Senior Secondary School students' perception of Teachers' Commitment to their duties in Bayelsa State

Items	N	Minimum	Maximum	Mean	Std. Deviation	% Mean
Teachers always present their lessons in ways that make students understand.	200	1.00	4.00	3.5100	.60142	87.4
Teachers are always punctual and regular to classes.	200	1.00	4.00	2.4400	.79344	61.1
Teachers do start lesson on time and wisely use the period for effective teaching.	200	1.00	4.00	2.9650	.85288	74.2

Table 4 shows that 87.4% of the students said that teachers always presents their lessons in ways that make students can understand, that means that the teachers are committed to their duties. 61% of the students also affirmed that teachers are always punctual and regular to classes, which is also an indication of commitment on the part of the teachers. About 74.2%

of the students said teachers start lesson on time and wisely use the period for effective teaching, which also indicated Teachers' commitment.

This study into teacher commitment is on the research question: *How do students perceive teachers' commitment?* It assumes that students will conceptualize the phenomenon of teacher commitment in a variety of different ways (Tyree, 1996; Louis, 1998). This research question sought to uncover how students conceptualize teachers' commitment, and possible relationships commitment and the ways that they practice their commitment. These dimensions of commitment may be interconnected, with teachers possibly exhibiting different levels of identification simultaneously (Meyer & Allen, 1991).

**Research Question Three:** How does the welfare condition enhance teachers' productivity in Bayelsa State?

Table 5: Mean and standard deviation of teachers' responses to influence of welfare conditions on their productivity

Items	N	Minimum	Maximum	Mean	Std. Deviation	% Mean
Organization/Management	140	9.00	16.00	12.5714	1.73886	78.56
Staff Training	140	8.00	16.00	12.5000	1.75270	78.1
Financial Benefits	140	10.00	18.00	14.5357	1.51449	90.6
Regular Promotion	140	6.00	12.00	9.6643	1.51068	80.5

Table 5 above shows that, 78.56% of the teachers said effective organization/management by school authority in terms of good relationship between teachers and school authority, regular supervision of classes can positively influence their productivity. 78.1% of the teachers said opportunity for staff training in terms of regular attendance to seminars, conferences and workshops; to up-date their knowledge and skills in their subject areas can positively influence their productivity. 90.6% of the teachers responded that good financial benefits in terms of regular payment of salary, increment in salary as at when due can positively influence their productivity. 80.5% of the teachers said regular promotion of teachers as at when due can positively influence their productivity.

The interaction of physical and social conditions of job and the employee's personal needs is believed to affect productivity. Since welfare condition is presumed to influence productivity, there is need to give welfare due considerations. Welfare is a major determinant of productivity. Fjosne and Remery (1962) posited that the practical approach to productivity measurement is the study of variation among selected indicators of productivity.

**Research Question Four:** What is the profile of academic performance of students in Bayelsa State?

Table 6: Profile of Students Academic Performance on SSCE from 2004-2008

Year	Total no of	5 credits and above including Math/English		5 credits without English		5 credits without Mathematics		less than 5 credits	
		No	%	No	%	No	%	No	%
2004	739	207	28.01	139	18.80	108	14.61	187	25.30
2005	628	144	22.92	114	18.15	75	11.94	207	32.96
2006	1240	327	26.4	146	11.8	144	11.6	247	19.1
2007	1299	497	38.26	164	12.62	98	7.54	315	24.24
2008	1094	367	34.2	147	13.4	101	9.2	232	21.2

Table 6 presents the total academic performance of the students in (SSCE) from year 2004-2008. In year 2004, 739 students registered for the SSCE; 207 (28.1 %) of the students had five credits and above including English and Mathematics; 139(18.8%) of the students had five credits without English. 108(14.6%) had five credits without Mathematics while 187(25.3%) of the student's had less than five credits. From the result presented in year 2004 it was indicated that the performance of the students was poor because less than 50% had complete result in that year.

In year 2005, 628 students registered for the SSCE; 144(22.92%) of the students had five credits and above including Mathematics and English; 114(18.15%) of the students had five credits without English; 75(11.94%) had five credits without Mathematics while 207(32.96%) had less than five credits. From the result presented in year 2005 the student's performance was poor because less than 50% of the students had incomplete result.

In year 2006, a total 1240 students registered for the SSSE, 327(26.4%) of the students had five credits including Mathematics and English; 116(11.8%) of the students had five credits without English; 114(11.6%) had five credits without Mathematics while 247(19.1%) had less than five credits. The result of the year 2006 was poor because less than 50% of the students had five credits including Mathematics and English.

In the year 2007, a total of 1299 students registered for SSSE, 497(38.26%) of the students had five credits including Mathematics and English; 164(12.62%) of the students had five credits without English. 98(7.54%) had five credits without Mathematics while 315(24.24%) had less than five credits. The result was poor because less than 50% of the students had complete result.

In year 2008, a total of 1094 students registered for the SSSE, 367(34.2%) of the students had five credits including Mathematics and English. 147(13.4%) of the students had five credits without English, 101(9.2%) had five credits without Mathematics while 232(21.2%) of the students had less than five credits. The result was poor because less than 50 % of the students had five credits including Mathematics and English. On the whole from year 2004-2008 the results of SSCE in the ten sampled schools were poor. The students made less than 50% pass including Mathematics and English. The National Policy of Education (FRN, 2014, p. 16) emphasized on Mathematics and English as the core subjects'. The higher institutions of learning in the country also admits students with five credits including Mathematics and English as the minimum entry requirement.

**HO<sub>1</sub>.** There is no significant relationship between teachers' commitment and students' academic performance in Bayelsa State.

Table 7: Correlations: PPMC coefficient between teacher commitment and students' academic performance

	Teachers' Commitment	Students' Performance
Teachers' Pearson Commitment Correlation	1	-.337(* *)
Sig. (2-tailed)		.000
N	140	140

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows that there is a negative but significant relationship between teachers' commitment and students' academic performance in SSCE examinations. Therefore hypothesis one is rejected. This may be due to the fact that when committed teachers are ready to teach, the students may not be ready to learn.

The result has displayed the fact that there is no correlation between the students' Academic performance and commitment of teachers in the state. It was discovered that there is no relationship based on the teachers contributions and students output in their academic performance. This can be proved in their general performance over five years in their SSCE results .between years 2004-2008. This means that commitment of teachers has nothing (absolute negative) impact on the students' results. This is in support of Stoner et al. (2000) that "corporate (organization) policies will probably be an even more important factor in determining the success or failure of such organization." This means that the teachers' effort (contributions) toward education standard in the study area does not have anticipated impact.

## **CONCLUSION**

The study investigated the impact of teacher welfare and commitment as determinants of productivity in Bayelsa State. It was discovered that teacher welfare package enhance productivity. The study revealed that effective organization/management, staff training, good financial benefits and regular promotion influence productivity. The study further showed the total result of students' performance between years 2004-2008. Also, there was a negative but significant relationship between teachers' commitment and students' academic performance in SSCE examinations. Recommendations were therefore made based on the suggestions for further study.

Comparative study should be carried out in other local government areas state in order to identify the welfare conditions from the government and their level of commitment. Also, the same study can be done in other states of the federation. This would enable us to know their similarities and obtain the comparative analysis of the study.

## **Recommendation**

Since no education system may rise above the quality of its teachers, there is need to always update the knowledge of the teachers. Therefore capacity building and monitoring with appropriate learning methods should be offered to the schools. Relevant learning materials should be supplied to the schools:

- More educational facilities should be provided by the government such as ICT facilities to the secondary schools for the preparation of teachers so that they can be well equipped in the use of computers. This will aid the teachers to perform more in their duties.
- The government should be more committed to the teachers' welfare for better performance.
- Teachers should also be committed to their duties as the instructors, this would enable teaching-learning to be effective.
- In-service, training should be encouraged; this would bring about improvement among teachers in the state.
- More structure (classrooms) should be provided; this will help to attain the standard of 1:25 recommended by the National Policy on Education. (NPE, 2004).
- The government should recruit more teaching staff in the schools to boost the teaching staff strength in the state.
- The parents should encourage the teachers, by supporting the teachers in their disciplinary roles in the school system.
- Teachers should apply the principle of individual differences in the class to encourage both high and low talented students in the classroom.

- The parents should give due respect to the teachers, this would enable the teachers to be more respected by their children (students).
- The educational planners should be involved in a long term planning strategy which would promote teachers welfare.
- A well-equipped library should be located in all the public schools; this would promote reading habit among the students.
- Also, well equipped laboratories should be provided by the government in all the schools to enhance better performance in science subjects especially in Chemistry and Biology.

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