

Relationship between Teachers Condition of Service and Students Interest on Study of Nigerian Certificate in Education (NCE) Programmes in Sokoto State

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Abstract

The paper investigated the relationship between teacher condition of services and interest on study of NCE programmes in Sokoto state. The study was guided by three objectives, three research questions and three research hypotheses among the objectives to find out if there is relationship between teachers appointment/advancement and students interest on the study on NCE programmes and the hypothesis was tested at 0.05 level of significant in order to find out, if relationship exist or not. The finding indicated that, there is significant relationship between teachers condition of service and students interest into study of NCE programmes. The paper concluded that teachers appointments, promotion and promotion implementation have positive relationship in developing the interest relationship in developing the interest into study of NCE programmes. The paper recommended that Sokoto state government should provide employment opportunities for NCE graduates to teach Basic Education schools. This would improve the students' interest in the study of NCE programmes.

Keywords: Conditions of Service, Teachers, Students Interest, Nigerian Certificate in Education.

Introduction

The successful implementation of any school programme depends largely on the quality of the teachers (Whitty, 2016; Chedzoy & Burden, 2017). Udofot (2018) asserts that teacher education has received serious attention of government in terms of huge financial investment and expansion and that if the nation is to receive high returns from the enormous investment in education, there must be qualified teachers to support the schools. As a way of ascertaining the worth of teachers in the education sector, many studies have identified the roles, responsibilities, problems and major contributions of the teacher towards the achievement of educational goals and objectives (Olubor, 2022; Sim, 2014; Alebiosu, 2016). Teachers are indispensable in educational development, hence, the teaching profession is legally recognized and in Nigeria, it is affirmed with the establishment and the mandate of the Teacher Registration Council (TRC). Moreover, it is a general belief that the academic performance of students can be improved upon if competent teachers teach them. This explains why teachers are regarded as the most important element in the school system.

Competence has been defined as the ability to accomplish whatever one claims to be able to do when verified empirically (Ayeni, 2015). Competence in teaching simply implies the ability of the teacher to accomplish assigned duties of a teacher, of which teaching is the central part (Ololube, 2016). In providing an answer to the question, "With what barometer can competence of a teacher be measured?". Ayeni (2015) postulates that, "the teacher's competence is determined by his methodology, sense of vision, and interest in sharing knowledge". By way of modification to Ayeni's (2015) views, it must be added that a teacher's competence transcends mere interest in sharing knowledge. It actually demands active participation in the transmission of knowledge, a process in which the teacher exhibits mastery of the subject matter (Kanu & Ukpabi, 2017). Competence has been used for the evaluation of teachers in three different stages: student-teachers, beginning teachers and experienced teachers. These evaluations are conducted by different parties, including teacher educators, researchers and the government.

Since the early 1980s the Nigerian education system has witnessed an unprecedented increase in enrollment. The rapid expansion in enrollment at all levels of education led to population explosion of students in the schools and an acute shortage of teachers especially at the primary and secondary school levels. The major challenge that has continued to agitate the minds of educational planners, administrators at the various tiers of government has been how best to cope with the increasing population of students as well as provide well-qualified teaching personnel that would help empower the individual student through the acquisition of knowledge and skills that would enable them to participate fully and actively in nation building (Imhabekhai, 2023). Part of the response to meet the challenge of training more teachers by the Federal Government in 1978 was through Act No 7 establishing the National Teachers' Institute. The overall goal of the National Teachers Institute therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programmes (Ayeni, 2015). The Institute was thus, expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabuses using a distance education approach or technique. The importance of distance education, worldwide, as a route towards the idealized open learning is well documented. Distance education is a programme which provides opportunity for life long learning and it is a well-established national and international practice Imhabekhai (2023).

The Nigeria Certificate in Education (NCE) programme is run in two modes by different institutions. The full-time programme is run by Colleges of Education while the National Teachers Institute (NTI) handled part time programmes only. A notable difference between the full time and part time NCE programmes is in the duration of the course. Studies such as Burden (2017) corroborating the views of scholars such as Whitty (2016) asserts that real doubts are being cast on the type of teachers turned out to teach through crash programmes and she questioned the quality of the programmes in the institutions that turn out these groups of teachers. She therefore, called the attention of educators to the

common complaint that new entrants to the teaching profession in Nigeria are not equipped to deal with the problems teachers encounter in the course of their duties.

The quality and performance of teachers have always been a focus of concerns in education and teacher education research Darling-Hammond (2020) and Chan (2015) believes that the quality of teaching is not governed by the qualification, knowledge and skill competencies of teachers alone but also their enthusiasm, knowledge of subject matter, teacher morale and commitment to teaching.

Statement of the Problem

The general notion that teachers are not properly taken care of in relation to promotion and implementation of their salary by the Nigerian government and private sector has put the state of job satisfaction of classroom teacher's question. The quest for teachers both graduates and non-graduates may not be discarded, but unfortunately the increasing distaste for the teaching profession is likely to hinder the progress of educational development. The teachers are usually disregarded; hence, they are called all sorts of names. The respect that teachers used to enjoy in the missionary days is no longer there, all these tend to inhibit the profession Alebiosu (2016). It is important to note that for any national aspirations to be met in the areas of education, the teacher factor may not be neglected. The teacher is the heart of the educational progress and also the main determinant of the educational system Alebiosu (2016). Teachers' job satisfaction has been subject of concern in educational organizations. The concept of job satisfaction rests on the assumption that a contented teacher is invariably an efficient and effective employee. Many studies equate job satisfaction with employee's attitude. Teachers' job satisfaction is not simply a matter of need fulfillment although a teacher's needs may be fulfilled; feelings of satisfaction will depend very much on whether the teacher thinks that comparing favorably with other people in similar jobs, positions or places. The teacher's perception of job situation will be directly related to the values which they place on the various aspects of job and its environment as, sources of satisfaction and dissatisfaction. Job satisfaction refers to the accomplishment acquired by experiencing various job activities and rewards and satisfaction is resulting from the attainment of some desired goal.

The teacher's promotion could be termed as goal-directed behavior. The teacher's promotion influences an increase in salary packages are also concerned with the individual's desires, how they can be accomplished in teacher work situation. According to Sim (2014) promotions are employed in motivating teachers for better job satisfaction when the addition grade level is fully implemented. These are good motivation for work in salary increment, gratuity, and regular promotion, ensuring job security, and establishing cordial relationship among teachers. In other words, the work satisfaction of teachers would dwindle. The trend would invariably affect the products of the educational system and the system in itself Promotion is a Shifting of employee for a job of higher significance and higher compensation Udofot (2018). The movement of an employee upward in the hierarchy of the organization typically leads to enhancement of responsibility and rank and

an improved salary package. Promotion is the reassignment of an employee to a higher-rank of job. Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotion in school and classroom job satisfaction (McCausland and Theodossiou, 2015). The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant facet of career of an employee is promotion that affects other aspects of experience of work. They make up of a vital facet of mobility of labor related to workers, most frequently having considerable increment of wages. Job satisfaction is related to job security and most ascertaining give-ups regarding future, whereas satisfaction with regard to promotion opportunities is not a major factor Dessler (2018). Few numbers of managers make estimation about the impact of promotions on satisfaction of workers, by concentrating on satisfaction regarding promotion.

Managers who have been promoted feel more satisfy with opportunities regarding promotion and have more expectations for future promotion. Day (2014). Therefore, salary difference exists between males and female managers. Female feel less satisfy towards their policy rules concerning to pay and promotion that point out low level of job satisfaction as match up to male bank manager that have high pay and satisfaction with job. Day (2014). The judgment of satisfaction related to job can be made with the help of wage and salary payment system. Different type of organizations adopts different types of payment system of wages. The teachers are low paid within a developing country like Nigeria don't for job satisfaction level and also different determinant of job satisfaction among the workers that exist in low salary and wages across the country. Teachers' job satisfaction level is less in Nigeria employees receive less amount of pay compared to their counterpart who receive high salary and wages. Ayeni (2015) stated that better salary as a result of promotion of teachers in school is an imperative factor for job satisfaction, however other related factor is like oral praise, recognition, job involvement and commitment are also taken into account.

Federal Republic of Nigeria (2010) promised Nigerian teachers inclusive a new salary packages which recognized the 27.5%, the eighteen-thousand-naira minimum wage and the teachers' salary advancement (TSA). The implementation of these new packages like any other promise made by Nigerian Government inability to implement has attracted comments including by Nigerian civil servants. Over the years there has been total neglect of teachers' promotions by government, this promotion has completely been abandoned and as such teachers became frustrated to the extent that some left the teaching profession to other sectors and mobility of labor. Therefore, the need for government to encourage teachers through promotions, payment of enhanced allowances as pointed out the lack of interest and low performance of students and causes teachers on course lower enrolment into Nigerian Certificate in Education (NCE) programmes. It is such a situation that prompted the researchers to conduct a study on the relationship between teacher's condition of service students' interest in the study Nigeria Certificate in Education (NCE) programmes in Sokoto state.

Objectives of the Study

The study aims to examine how teachers conditions of service affect students interest into study Nigeria Certificate in Education (NCE) Programmes in Sokoto State. Specifically, the objectives of the study are;

1. To find out the relationship between teachers appointment/advancement on students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State.
2. To find out the relationship between teachers promotions and students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State.
3. To find out the level of teachers promotion implementations and students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State.

Research Questions

The study raised the following research questions to guide the research;

- i. What is the relationship between teachers appointment/advancement on students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State?
- ii. What is the relationship between teachers promotions and students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State?
- iii. What is the level of teachers promotion implementations and students interest into study of Nigeria Certificate in Education (NCE) Programmes in Sokoto State?

Research Hypothesis

In order to guide the conduct of the research, the following research hypotheses were formulated, and should be tested at 0.05 level of significance.

Ho₁. There is no significant relationship between teachers appointment/advancement on students interest in the study Nigeria Certificate in Education (NCE) Programmes in Sokoto State.

Ho₂. There is no significant relationship between teachers promotions and students interest in the Nigeria Certificate in Education in Sokoto State.

Ho₃. There is no significant relationship between teachers promotion implementations and students interest in the Nigeria Certificate in Education (NCE) Programmes in Sokoto State.

Conceptual Framework

Conditions of Service

The concept of working conditions has been conceptualized differently by different authors. They defined working conditions as the working environment and all existing circumstances affecting labour in the workplace. Working conditions include the environment in which individuals performs their work. They include all physical and psychological factors and circumstances that influence work.

Condition of service refers to something that both the employee and employer agree to at the beginning of a worker's employment. A condition may also include a contract that states that an employee is given employment for a certain length of time so long as the employee does not violate the terms of the contract. Workers with more valuable workplace skills are more likely to be able to negotiate better employment conditions (Olubor, 2022). Conditions of service are rules, procedures and stipulations that employees must abide by as part of their contract. Breaking conditions of employment can result in disciplinary procedures or dismissal. The contract creates certainty for both the government and the teachers. However, it is still essential that there be some form of condition of service in place to cover and set out the employment relationship, and that the terms and conditions are appropriate for both the workplace and the particular employee. Terms of service are the responsibilities and benefits of a job as agreed upon by an employer and employee at the time of hiring. These generally include prompt payment of salary, timely promotion, statutory rights, job security, job responsibilities, work hours, dress code, vacation and sick days, and starting salary. They may also include benefits such as health insurance, life insurance, and retirement plans. Conditions of service is the term used to refer to the physical, environmental and operational features affecting employees' daily work lives. Conditions of service encompass "working conditions" which can range from the size of an employee's work cubicle to the system for calculating employee incentive awards. These terms of service are benefits and responsibilities agreed upon between an employer and employee during the hiring process. Terms may include things like salary, benefits, retirement, company policies, termination, and non-compete agreements.

Concept of In-Service Education

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning.

According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

Generally, the teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond

school. Students are being tasked to be more creative and thoughtful in their daily activities.

Review of Literature

At present, both the employer and employees in the Nigerian educational sector face difficulties in promoting teachers. Employers face the challenge of evaluating competitive processes involving multiple workers, while employees face the challenge that is not advertised. Ololube (2016). Today most systems in the company have evolved from what they used to be. The organization of work and important personnel appear to have affected various factors; one of these is "stagnation." Promoting job stagnation is a lack of improvement in career progress and a reduction of the rate of education that leads to a feeling of depression and loss. In the same vein, Dessler (2018) suggested that the lack of accountability, honesty, unfairness, arbitrariness and confidentiality would lessen the efficiency of teaching.

Most researchers agree that morale is a vital ingredient in the success of any human enterprise. Teacher morale has not been a significant part of school improvement in the past because of the unclear definition or understanding of the concept. When teachers' morale is energized and productive, good things tend to happen in the classroom. When good things happen in the classroom, the future for each student in that classroom is brighter. Chan (2015). Research has also shown that children learn more from 'good teachers' than from 'bad teachers' in almost all circumstances.

Motivation is central to teaching and learning. When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, but the students are also motivated toward learning (Czubaj, 2022). Motivation according to Moshinkie (2020) is the attention and effort required to complete a learning task and the application of new materials to the work site. Success or failure in education can be attributed to motivation, this is because a teacher may be motivated to increase or decrease the vigour of his activities. Ezenwa (2021). Teachers who are motivated and are dedicated to teaching would facilitate school based innovations or reforms that are meant to be beneficial to students' learning and development. Like motivation, attitudes are essential ingredients in teaching and learning.

Attitude is an organized and consistent way of thinking, feeling and reacting to objects, issues, situations and events. Literature is replete with the concept of attitude conceived from different perspectives and laying emphasis on different aspects. According to Day (2014), teacher attitude is a predictor of teachers' work performance, absenteeism, burn out, and turnover, and is found to exert important influence on students' achievement and attitudes toward school. In another study by Falaye and Okwilagwe (2017) on some teacher and locational variables as correlates of attitudes to social studies teaching at the basic education level in Southern Nigeria, these scholars observed that teachers seem to be negatively disposed to the teaching of social studies and that gender and geographical zones of respondents had strong influence on the attitudes held by these practicing primary

school teachers to teaching the subject. This finding seems disturbing as positive attitudes are necessary for effective learning, and teacher attitude tends to influence students' attitude. This calls for further studies with respect to this variable. Of vital importance to the success of the educational system is the implementation of laid down policy of achieving the objectives of institutional programmes in the school system as well as the implementation of the goals of the National Policy on Education on teacher education. This therefore calls for the need to assess the professional competencies of practicing teachers who hold the Nigeria Certificate in Education (NCE).

This is pertinent because the quality of the teaching force of any nation is an asset for social, economic, political, scientific and technological development, the absence of which could result in the production of sub-standard products, an educational system that is built on a shaky foundation and perhaps, a nation remaining perpetually underdeveloped.

Research Methodology

Research Design

In order to investigate Relationship between teachers conditions of services and student interest on the study Nigeria Certificate in Education programmes (NCE), Correlational research design would be adopted. This is because it enabled the research to collect and describe large variety of data elated to the teachers condition of services and students interest into NCE programmes. As argued by Bashir, (2016) correlational research design is used to describe the nature of the existing conditions. Sayoum, (1989) and Lawal, (2018) also agreed that descriptive survey design is more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study.

Population

The population of the study was 5436 which comprises all teachers who are graduate from Nigeria Certificate in Education programme (NCE) in the 23 local education authority in Sokoto state.

Sample and Sampling Techniques

Since the population of the study is relatively high, a portion of this population called sample was used. Consequently, the researchers adopted Proportional Random Sampling Techniques and select 357 sample teachers across the 23 local education authority in Sokoto state by the use of research Advisor (2006). Purposive random sampling techniques was used in the selection of three (3) sample LGEAs, one for each Senatorial Zone in Sokoto state.

Instrument for Data Collection

Two instruments was employed in this study for the collection of data as follows;

- a. Teachers Condition of Service Questionnaire (TCSQ),
- b. Students Interest on NCE Programme Questionnaire (SIONPQ)

Teachers Condition of Services Questionnaire (TCPQ) contains items number 1-20 and was completed by teachers while Students Interest on NCE Programmes Questionnaire (SIONPQ) contains items number 1-20 and was completed by students on course. Questionnaires are closed-ended which required the respondents to tick their best option and will be based on four-point scale. (1). Agree (2) Strongly agree (3) Disagree (4) Strongly disagree.

Methods of Data Collection

The researchers visited the 23 LGEAs after formal introductions was made to the respondents and explain the purpose of their visit, in order to acquire the necessary information. The questionnaires were the type of data collecting instruments used for the study. Before dispatching the questionnaire, researchers employed one research assistant in each of the 23 LGEAs in which we work together in the distribution and collection of the filled questionnaire.

Method of Data Analysis

PPMCC Statistic was used to test hypothesis at 0.05 level of significance. However, descriptive statistics was used to describe or answer research questions.

Results

Table 1: H_{01} Relationship between Teachers Appointment/Advancement and Students Interest in NCE Programme

Variable	N	Mean	Std Deviation	r-cal.	P-value	Decision
Teacher Appointment/Advancement	357	27026	39.20			H_{01}
Student interest into study of NCE Programmes	352	7.633	10.942	.153	.003	Rejected

Research Survey, 2024

From the result in table 1, Teachers appointment/ advancement and students interest into study of NCE programme was positively related and significant, Pearson's $r(357) = .157$, $p = .003$. This indicates a significant relationship between teachers appointment/advancement and student interest into study NCE programmes because the P-value is less than the .05 level of significance. Therefore, H_{01} which states that there is significance relationship between teacher appointment/Advancement and students interest into study of NCE programmes was rejected.

Table 2: H₀₂ Relationship between Teachers Promotion and Students Interest in NCE Programme

Variables	N	Mean	Std Deviation	r-ca.	P-value	Decision
Teacher Promotion	357	16.12	4.174			H ₀₂
Student interest into NCE Programmes	352	7.633	10.942	.223	.000	Rejected

Research Survey, (2024)

From the result in table 2, Teacher promotions was positively related and significant Pearson's $r(352) = .223$, $P = .003$. this indicates a significant relationship between teachers promotions and students interest into study of NCE programmes because p -value is less than the .05 level of significance. Therefore, H₀₂ which states that there is no significance relationship between teachers promotion and students interest into NCE programmes in Sokoto state was rejected.

Table 3: H₀₃ Relationship between Teachers promotion implementation and Students Interest in NCE Programmes

Variable	N	Mean	Std Deviation	r-ca.	P-value	Decision
Teachers Promotions Implementation	357	21.50	8.070			H ₀₃
Student interest into NCE Programmes	352	7.633	10.942	.323	.000	Rejected

Research Survey, 2024)

From the result in table 3, Teachers promotion implementation and students interest into NCE programmes and students interest into study of NCE programmes was positively related and significance, Pearson's $r(352) = .323$, $p = .000$. this indicates a significant relationship between teachers promotion implementation and students interest into study of NCE programmes. The hypothesis three which states that, there is no significant relationship between teachers promotion implement and students interest into study of NCE programmes in Sokoto state was rejected.

Summary of Findings

1. Teachers appointment/advancement play a positive role on students interest into study of NCE programmes in Sokoto state.
2. Teachers promotions it positively related to students interest in the study of NCE programmes in Sokoto state.

3. Teachers promotion implementation is significantly and positively related to the study NCE programmes in Sokoto state.

Discuss of Findings

The data presented in the hypothesis one to three are further discuss respectively. Result in hypothesis one which state that there is no significant relationship between teachers appointment/advancement and students interest on the study of NCE programmes in Sokoto state was rejected. This also answer research question one. This is means appointment/advancement have significant role in developing the students interest in the study of NCE programmes in Sokoto state. Ezenwa (2021). Teachers who are motivated and are dedicated to teaching would facilitate school based innovations or reforms that are meant to be beneficial to students' learning and development. Like motivation, attitudes are essential ingredients in teaching and learning.

Research hypothesis two which answer research question two which state that there is no significant relationship between teachers promotions and students interest on the study of NCE programmes in Sokoto state was rejected. This mean that, there is positive significant relationship between teachers promotions and students interest on the study of NCE programmes. This was agree by Ayeni (2015) stated that better salary as a result of promotion of teachers in school is an imperative factor for job satisfaction, however other related factor are like oral praise, recognition, job involvement and commitment are also taken into account.

Research hypothesis three which answer research question three which states that, there is no significant relationship between teachers promotion implementation and students interest on the stud of NCE programmes in Sokoto state was rejected. This means there is significant relationship between teachers promotion implementation and students interest in the study of NCE programmes. This is in line with Obanya (1999) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. This marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second strong public servants.

Conclusion

The paper concluded that appointment/advancement, promotions and implementation to teachers have a positive impact on developing students interest in the study of NCE programmes in Sokoto state.

Recommendations

The paper offers the following recommendations:

1. Sokoto state government should provide employment opportunities for NCE graduates to teach in basic education school. This would improve the students interest in the study of NCE programmes.
2. Sokoto state Universal Basic Education Board should ensure adequate promotion of all teachers who due and qualified for promotion.
3. State Ministry of finance should ensure that teachers promotions is implemented every time when teachers promoted.

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