

TEACHERS' JOB SATISFACTION AND EFFECTIVE IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study investigated Teachers' Job Satisfaction and Effective Implementation of National Policy on Education in Public Senior Secondary Schools in Rivers State. Three hypotheses were formulated for the study. The study adopted a correlational design research. The population of the study comprised 7,142 teachers including principals in all the 276 senior public schools in the area. The sample size of the study was drawn by taken 30%, of the total population, which is 2,142, while proportionate stratified random sampling technique was adopted in selecting the respondents for the study. The study adopted with (60) self-designed developed questionnaire titled "Teachers' Job Satisfaction and Effective Implementation of National Policy on Education Policy Questionnaire (TJSEINPEQ)" to addressed the research questions. Validity of the instrument was ensured by giving the first copy of the questionnaire to two other experts in department of Educational Management of IAUE. To established reliability of the instrument, test-retest was used and Pearson's Product Moment Correlation Coefficient (PPMCC) was employed, and gave the reliability index of 0.82. Data generated was analyzed with SPSS (Version 25). Regression analysis was used to test the null hypotheses at 0.05 level of significance. The study concluded among others that teachers' financial incentives, work environment and principal' leadership styles have relationship on effective implementation of National Policy on Education in public senior secondary schools in Rivers State. The study recommended among others that teachers should be highly motivated, and their condition of service should be included and implemented in the National Policy of Education in Public Senior Secondary Schools in Rivers State.

Keywords: Teachers, Job Satisfaction, Effective, Implementation, National Policy on Education, Public, Senior, Secondary, Schools, Rivers State.

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INTRODUCTION

Teachers' job satisfaction is indispensable if effective implementation of the national policy on education in senior public secondary Schools in Rivers State would be achieved. Teachers/workers in every organization experience certain level of job satisfaction based on how they are treated by the management on issues of their condition of service (salary and non-salary conditions of service). With reference to secondary school teachers in Rivers State, experience has shown that teachers are not satisfied with their condition of service judging from their levels of commitment to their duties. While some are committed, others are not resulting to cases of lateness to duty, absenteeism, aggressive and hostile relationship towards students which are found among some teachers of secondary schools in Rivers State. These could be associated with lack of job satisfaction. Teachers are denied good motivations such as:

(i) Good financial incentives such as better salary pays, (ii) work environment and (iii) principal leadership styles. When teachers are not satisfied on their jobs, they would not be committed, consequently, students, stakeholder and the society suffer the unpleasant outcome.

Job satisfaction is a house-hold concept used by workers all over the world. It is used to describe the level of feelings of contentment of workers towards their jobs or the level of happiness placed on the job by the workers. Nwankwo (2010) defined job satisfaction as the feelings or emotions derived from the job someone is doing. In a general understanding, job satisfaction symbolizes the level of happiness a worker has on his job. Furthermore, meeting expectations and contentment of workers result to job satisfaction while, depriving them of their happiness and expectation leads to job dissatisfaction. Therefore, job satisfaction is usually associated with good and attractive working conditions, such as good salary and non-salary conditions. Adecco (2014) defined teachers' job satisfaction as simply recognizing and rewarding employees as a means to make them happy for their services at the workplace. It is a method used by educational managers to make a teacher feel happy on their job. When a teacher is enhanced, the students, parents, the public and education managers will benefit it. This would be seen in students' performance both in the internal and external examinations, and in teachers' behaviour (indicators) in the school.

Gbarage (2020ab) observed that good teachers, no matter how well or poorly paid, do their work diligently with enthusiasm and fulfillment. Personal contact with such teachers usually reveals their high values and regards for their profession. These groups of teachers are always committed, dedicated, and willing to offer intellectual services to students. Closer observation of these teachers shows their close relationship with the students and willing to attend to students' academic issues. Agila (2012) opined that influence of good condition of service/welfare packages triggered teachers' job satisfaction in their place of work if properly implemented. Motivating teachers professionally and effectively is what the Rivers State Senior Secondary School Board (RSSSB) lacks, and should be able to mirror this. Teachers' job satisfaction should be their primary concern if real implementation of education goals would be achieved. Teachers' job satisfaction is the contentment teachers derived from their job, which turns to be an inducement that influences their behaviour (Gbarage, 2019). Invariably, job satisfaction is the happiness workers derive in the workplace that enhances good behaviour, creativity, team work and innovations, which result in students' higher outcome is referred to job dissatisfaction, which leads to mass failures in students' external examinations.

When teachers are satisfied with their job, they exhibit good characters such as; coming to work early and extend the day's work after closing to attend to students' assignments,

Additionally, able to complete their daily work scheduled like teaching; writing of lesson notes, weekly filling/recordings, attending to duty roster, marking of registers, preparing students for both internal/ external examinations and to attend to other assignments given by the principal/ the school administrators. Teachers' job satisfaction produces higher productivity; indicating that there is good working condition, good work cultures, organizational working climate and good leadership which are the expectations of every teacher.

Furthermore, Gbarage (2021) asserted that teachers' job satisfaction is the ability of teachers to display professionalism, skills, and be able to work alone without frequent supervisor's interference. Besides, when teachers show happiness with colleagues at their workplaces, this enables them to attend to students proper in displacing professionalism with generic ability. Above and beyond, they avoid any act of misbehaviour that will land them query. But when frequent queries are issued, these mean that they are not comfortable, hence, job dissatisfaction. Igwe (2015) opined that teachers' morale is classified under two sub-headings; (i) high moral factors and (ii) low moral factors. In this project from Igwe's view, the considered job satisfaction as high morale factors such as: good financial incentives, good working environment, good educational leadership, good classroom, better career development path, etc., while low morale factors include: poor salary and late payment, poor working condition, poor working environment, high labour turnover, bad principal leadership, low productivity, poor teacher-principal relationship, inadequate supervisory assistance, no encouragement, etc. Hence, the researcher is of the opinion that as far as teachers are not rewarded accordingly for their sacrifices with good motivational strategies, effective implementation on education policy would not be attainable in public secondary schools in Rivers State.

Thiagaras and Thangaswamy (2015) opined that job satisfaction refers to an individual's complex attitudes towards his job. Such referring to, having happiness on the job and to be at peace with other workers. Varma (2017) is of the opinion that job satisfaction in organizational research is a pleasant or enthusiastic emotional state resulting from the appraisal of one's job or job experiences. Teachers' job satisfaction can be achieved through improved financial incentives, good work environment, good leadership, good welfare scheme, good career development, good recognition, good reward systems like praise, handshake, celebration and many more. Lack of these influential factors will result in a teacher's job dissatisfaction. According to Mistra (2013), job satisfaction is general attitudes which result from many specific attitudes in three areas, namely (i) specific job factors (ii) individual characteristics and (iii) group relationship outside the job. Teachers' job satisfaction is therefore a major instrument for effective implementation of education policy. Teachers' jobs need to be highly valued by the stake holders of education and the general public, but unfortunately, the reverse is the case as teachers are relegated to lowest reward in our society. In any industrialized nation today, teachers are well catered for in terms of their welfare with better condition of service, good work cultures, and good career development to promote capacity building. Hence, Ministry of Education, Rivers State Senior Secondary School Board should employ their footprint.

Statement of the Problem

Teachers in public senior secondary schools in Rivers State strive to put in their best on a daily basis for effective implementation on national policy of education in public senior secondary schools in Rivers State; but it appears that they rather met a lot of influential hygiene factors among others are; lack of good financial incentives, work environment, principal leadership

styles, staff welfare and good career development making it impossible for effective implementation. Hence, their work behaviour showed that they are not happy. Teachers need to get job satisfaction in their place of work so as for them to put in their best.

For a long time, teachers' working conditions and their job effectiveness have been serious issue that has attracted the attention of the educational stakeholders and the society at large. Teachers are the key catalysts in the educational system. As the human key factors of production, lack of job commitment on their part will be catastrophic for the implementation of national policy of education (Boma & Dagogo, 2019).

It has been observed that there are some teachers who do not take their teaching job seriously due to poor implementation of their conditions of service. In most cases they don't attend their class lessons regularly and even when they are in school, they are reluctant in performing their teaching role. Many of these sorts of teachers exhibit poor leadership styles and promote autocratic and laissez-faire attitude to work. These categories of teachers rarely attend to students' academic problems such as marking of students' notes, assignments and test scripts for Continuous Assessment (CA) scores. Therefore, any assigned responsibility given to these teachers is done haphazardly in haste because they are not committed to their job which it is likely they have low or no job satisfaction, thus, resulting to poor academic outcome of students' performance or lowering academic performance (Nwabueze & Nwokedi, 2019).

It seems to follow then that the lack of teachers' job satisfaction may be are responsible for ineffective implementation of national policy of education in public secondary school in Rivers State? Hence, the problem of this study is prompted by this unanswered question.

Aim and Objectives of the Study

The aim of this study was to investigate the influence on 'Teachers' Job Satisfaction and Effective Implementation of National Policy on Education in Public Senior Secondary Schools in Rivers State'. The study sought to achieve the following specific objectives:

- Determine how financial incentives on teachers influence effective implementation of national policy on education in public senior secondary schools in Rivers State.
- Examine how work environment on teachers influence effective implementation of national policy on education in public senior secondary schools in Rivers State.
- Investigate how principals' leadership styles influence effective implementation of national policy on education in public secondary schools in Rivers State.

Hypotheses

The following hypotheses are formulated to guide the study:

- There is no significant relationship between financial incentives on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.
- There is no significant relationship between work environment on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.

- There is no significant relationship between principals’ leadership styles on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework (Herzberg’s Two-Factor Theory)

The theoretical framework of this study is anchored on Herzberg two-factor theory, which was propounded by Frederick Herzberg, cited in Ololube (2019). This theory emphasizes that the variables that contribute to job satisfaction are not the same as those that contribute to dissatisfaction. Frederick Herzberg and his colleagues such as Henri Fayol, Douglas MacGregor and Max Weber are academics, whose theories have contributed greatly to the philosophy of management. They conducted several studies to investigate the items that make people happy and unhappy with white collar work. The outcome of their research revealed that the variables that contribute to work satisfaction when present are not the same variables that lead to discontent when absent. In other words, Herzberg's two-factor principle, cited in Ololube (2019) saw work satisfaction and dissatisfaction as distinct. They theorized that it causes people to be disappointed by the lack of any environmental variables in a system. They referred to these variables as "hygiene variables." However, according to them, the existence of such factors does not contribute to happiness and, therefore, does not improve workers' efficiency.

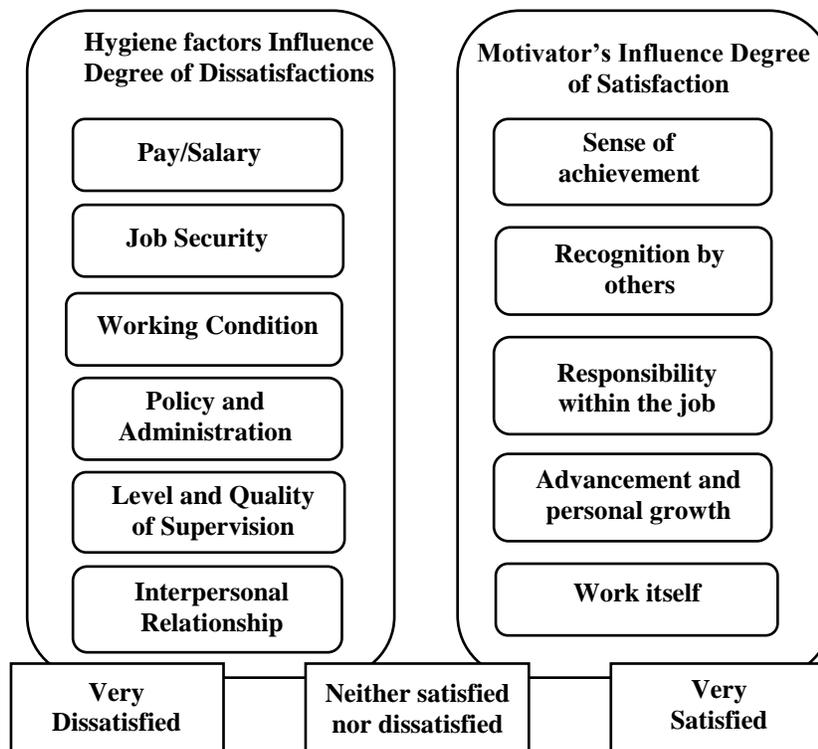


Figure 1: Hertzberg’s Two-factor theory of motivation.
Source: Ololube (2019).

The two-factor theory that categorizes factors influencing work satisfaction and dissatisfaction based on need fulfillment was hypothesized by Herzberg et al. cited in Ololube (2019). As motivators, the authors referred to factors that impact job satisfaction because these variables motivate workers to work harder. According to them, motivators include a sense of accomplishment, appreciation from others, workplace accountability, success and personal development, and work itself. Herzberg and colleagues, on the other hand, referred to the factors that cause discontent as the factors of hygiene that they described as pay and benefits, job security, working conditions, business policy and administration, supervision level and efficiency, and interpersonal relationships. Those factors that are related to happiness or optimistic feelings about a work are called motivators or satisfiers.

Concepts of Job Satisfaction

The term work clearly refers to the immediate task and position of employees in a specific institution/organization, while satisfaction is the pleasant feeling that one gets when something has been accomplished. Therefore, on the basis of the interpretation of these two terms, job satisfaction may be defined as the complex attitude of a person towards his or her job or how happy or contentious one is towards his or her job. Although, there is no consensus among scholars on the definition of job satisfaction that is commonly accepted, especially, in the field of management science (Demirtas, 2010). Employment satisfaction is an uncertain concept, according to Evans in Gu (2016). In reality, depending on what each person thinks are important, there are several aspects to the job satisfaction of teachers. The researcher assumes that job satisfaction, as it relates to both workers and employers, is a path and not a goal, and there is no objective way to quantify or ensure job satisfaction.

According to Iedunote (2017), it is called job satisfaction when an employee is satisfied with his assigned role and can satisfactorily discharge his responsibility. Guelmami et al. (2019) asserted that increase in job satisfaction scale among sports and physical education teachers' job satisfaction inventory in Arabic language. Job satisfaction is an attitude towards a job that takes into account emotions, values and behaviour (Munir & Khatoon, 2015). Lepold et al. (2018) suggested that the large interest in work satisfaction is relevant for research and organizations and can be used in two distinct ways; job satisfaction is used as a measure of employee well-being on the one hand. According to them, job satisfaction indicates the emotional condition of workers, and is also often used as a measure to establish concrete strategies in occupational health promotion programs. In the other hand, job satisfaction is seen as an indicator and outcome variable in a complex process for other job-related variables in the direction of success, such as work commitment, for example.

Furnhan (2003) and Munior and Khatoon (2015) identified job satisfaction as positive or positive feelings about work or the work environment. While Shultz (2002) defined job satisfaction as the psychological disposition of individuals to their work and that this involves a series of different attitudes or feelings. Weiss (2002) described job satisfaction as a nice emotional stage of the assessment of one's job; an effective reaction and an attitude towards one's job satisfaction is an attitude from the objects of attitude, but the objects of cognitive assessment that affect (emotion), belief and actions should be clearly differentiated. In line with what everyone accomplishes, happiness is the connection of what everyone expects. The researcher assumes that without fulfilment, there is no work that can be effectively completed. Therefore, job satisfaction is an important concept that is not only linked to an individual, but

also relevant to the well-being of society. School teachers are important in building the nation and budding citizens of the nation. Job satisfaction is one element that will ensure higher class performance and productivity in schools. Teachers perform their task to maximum capacity and effectively, when they are contented in their jobs, but if they are not; they would not offer their best and based on this thesis, implementation of educational policy in public senior secondary school in Rivers State will be on zero degree centigrade. So, job satisfaction is an important phenomenon in every sector especially, in the teaching profession.

Gbarage (2019) established that staff job satisfaction is a state where individuals are not only happy with their current profiles, but also have job security. Nobody likes to lose his/her job, but likes to work to retirement age. The researcher observes that there are many aspects to job satisfaction, depending on what each individual person feels is important. Furthermore, the researcher defines job satisfaction as the level of satisfaction employees feel with their job. To Demirtas (2010) job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job experience. Locke (1976) cited in Gu (2016) defined job satisfaction as the enjoyable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values. Job satisfaction improves working environments, workers' well-being and more effective performance in organizations.

The concept of job satisfaction among scholars is a multi-disciplinary concept that can be studied utilizing a variety of theoretical approaches and frameworks. According to Hongyung (2007), it can be addressed from psychological or sociological standpoint, as well as from the perspective of educational sciences and management. Thus, as a result of these varieties of approaches and frameworks, there are different definitions of job satisfaction. According to Spector (2001), teachers' job satisfaction represents a variable that measures the person's attitude to work, including the different facets of the job. In other words, this implies how contented an individual is with his or her job; whether he or she likes the job or not. It is also defined as a positive impact of the job-related experiences in individuals, and employees' perceptions regarding their jobs and occupations (Altinkurt & Yilmaz, 2014).

Teachers' job satisfaction can also be seen within the wider milieu of the range of issues which affect an individuals' experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationship with other key factors, such as general well-being, and working conditions. In addition to the above, job satisfaction can be as well, viewed as the result of an employee's interaction with and perceptions of his/her workplace and its surrounding environment (Carriere & Bour Que, 2009). According to Liu et al. (2004), in order to improve the management, training and retention of human resources, numerous organizations have regularly measured the work satisfaction of workers. On the other hand, Pepe et al. (2017) established the reasons why managers, practitioners and researchers appear to be empirically fascinated by work satisfaction. They found that "happy workers will lead (and not just in terms of economic returns) companies to prosper more".

Choi and Lee (2011) described job satisfaction as a positive attitude towards one's assigned duties. Weiss (2002) suggested that work satisfaction is an attitude, but points out that the subjects of cognitive appraisal, which are love (emotion), values and behaviours, should be clearly differentiated by researchers. This description implies that by taking into account our emotions, our values and our actions, we shape attitudes towards our work. Job satisfaction usually defines how satisfied a person is with his or her work. This definition is consistent with the view of Ndum (2014), who saw job satisfaction as the emotional response of a person to his

or her present working conditions. The series of emotions and opinions that workers have about their jobs is job satisfaction.

In this section, a thorough review of the differences in this wide range of available meanings reveal that most of them share the idea that job satisfaction is basically an affective and constructive work-related response to the workplace. That ultimately translates into how individuals feel about their job. Locke (2001) in his concept of work satisfaction will also be used in this research to understand the job satisfaction of teachers in senior secondary schools in Rivers State.

Fundamental Principles of the Goals of National Policy on Education

In order to chart a course for effective implementation of the national policy thrust, it deemed necessary to first provide the highlights on some of the goals of the National Policy on Education (NPE) as articulated by FRN (2013). The set goals were still emphasized in FRN (2014), which include the following among others:

- Education shall continue to be highly rated in the national development plans because social outlook of the society must be preceded by an educational revolution.
- Life-long education shall be the basis of the nation's educational policy.
- Education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual diversified and flexible choice.
- Educational activities shall be centered on the learner for maximum self-development and self-fulfillment.
- Universal Basic Education (UBE) in a variety of forms, depending on needs and possibilities shall be provided for all citizens.
- Efforts shall be made to relate education to overall community needs.
- Educational assessment and evaluation shall be liberal by their being based in whole or in part on continuous assessment of the progress of the individual.
- Physical and health education shall be emphasized at all levels of the education system.
- Government appreciates the importance of language and national means of promoting social interaction and national cohesion and preserving cultures. Thus, every child shall learn the language of the immediate environment.
- For smooth interaction with one's neighbours, it is desirable for every Nigerian to speak French. Therefore, French shall be the second official language in Nigeria and shall be compulsory in primary and junior secondary schools but non-vocation elective at the senior secondary school.

Teachers' Challenges and Effective Implementation of National Policy on Education in Rivers State

There are several challenges for effective implementation on educational policy in Nigeria especially, in Rivers State, among others are:

- **Lack of political will or policy continuity:** This is perceived to be major problems in Nigeria because it has impacted the condition of service of teachers resulting in weak

policy implementation. The laudable policies outlined in the national educational policy have not received the requisite government funding to boost educational objectives. These policies have been put in place, but they fall short of the political will needed to enforce them dispassionately and efficiently. In deserving cases, there is the need to imbibe consistency and put away the parochial thinking that with any government shift or analysis, just to fulfill the game of political supremacy.

- **Inadequate funding:** For the progress of the implementation of the National Educational Policy, sufficient funding for the educational sector is essential. Bad or insufficient funding for the educational sector is responsible for inadequate teachers' remuneration. Nicholas and Gbarage (2019) have decided that the tale of inadequate funding is told by dilapidated classrooms, inadequate teaching aids and the likes. In terms of funding and targeted budgetary allocation, education in Nigeria has suffered for too long because national education spending cannot be calculated in relation to the recommended 26 percent of the annual budget allocation to education by UNESCO (2016). The required infrastructure must be developed by the government, assisted by technology and e-learning, as contained in the National Education Policy Document.
- **Corruption:** Corruption has driven us everywhere to compromise and to lower the quality of education. Thus, with corruption and mediocrity, innovation no longer exists in the educational sector. The group is flooded with people who have always decided to master the act of taking short-cuts.
- **Inadequate or non-comprehensive data base:** There is no detailed data on the number of children in Nigeria to plan the system to fit the increasing population of children in and out of school in Nigeria. In order to properly achieve and enforce the outlined national education policy, an accurate population of pupils in primary, secondary and tertiary institutions is required. There is no clear data on how both the public and private sectors finance education. This data scarcity severely impedes proper preparation for the allocation of resources and achieving the policy's objectives, giving rise to presumptions that could potentially lead to system failure. Nigeria needs to pay attention to statistics and data storage. If adopted, this approach will help the preparation and projection of educational programmes.
- **Poor framework for policy implantation on home grown feeding.** In theory, the National Education Policy is very laudable, but the proper framework for its implementation has not been placed in place, in particular on a one-square meal (launch) every day, free school uniforms, sandals, ensuring that every child is in school during school hours and that every child found out of school should be arrested and ordered to pay N10,000 fines. Home-grown food is only a test run by the current administration of Muhammadu Buhari, through Vice-President Yemi Osibanjo, in some northern and western Nigerian states. Both educational stakeholders need to be fully informed about the activities and implementation of the home-grown food initiative. Many of the pitfalls in today's educational sector are due to a sluggish failure to implement the agenda that has been left to policymakers. The Nigerian Government should not shy away from the fact that education has suffered for too long, not because of a lack of policy or structure, but because the policy has been ineffective and inadequate in its practical implementation.
- **Poor infrastructural facilities:** The educational system in Nigeria is plagued by the challenges of underfunding, poor infrastructure, insufficient class and training facilities

(projectors, computers, libraries, labs, etc.), a shortage of quality teachers, a poor and polluted learning atmosphere, etc. As a result, schools at all levels have many social vices, including exam malpractice and cultural violence. Today, primary, junior and high-schools have been reduced and taught by low-motivated, paying teachers, to institutions for poor parents.

Teachers' financial incentives on teachers and Effective Implementation of National Policy on Education in Public Secondary Schools in Rivers State

One of the key reasons people work is to earn money that will help them to meet their basic needs. It is not possible to underestimate the significance of money as the world's exchange medium. Armstrong (2012) argued that financial rewards are types of compensation organizations employed to ensure that the importance of individuals and their contribution to the achievement of organizational objectives is understood and rewarded. Emenike (2011) noted that employees' monetary incentives have an unforgettable effect on the productivity of teachers in both public and private Nigerian organizations. When a teacher is paid a decent salary, he/she will be comfortable and able to meet the family's basic needs such as: food, clothes, and school fees for children and rent. Financial rewards were considered by Armstrong to be monetary values that add up to remunerations, such as: base compensation, performance-based compensation, participation, expertise or capacity, service-related pay, financial appreciation programmes, and benefits such as pensions, sick pay, cash bonuses, and health insurance. Ejiogu (1999) argued that money is instrumental in meeting the desired needs of employees and in achieving higher order needs, such as social recognition and the procurement of necessary and luxurious products and services that contribute to a comfortable life. Basically, certain personal and domestic needs, such as clothes, food, rent payments, school fees, etc. need to be addressed. Therefore, wages help encourage the effort to function.

Salary has been identified as the money earned by an employee for doing his job. Accordingly, Akande (2014) concluded that it is not just the rise in salaries that counts, but also the daily payment of wages. To meet its lower and higher order needs, an employee needs wages/wage. Owing to low wages at the end of the month, educational educators are not content in their workplaces. Their morale in performing their obligations has decreased, resulting in low results. In 2018, education leaderships held meetings to strengthen the state of service of teachers, including the proposed pay structure (TSS), but little has been achieved so far. This caused them a great deal of suffering, so there was no work satisfaction. Their limited wages are not paid *on time* relative to other employees of other businesses, the negotiated teachers' bonuses (TSS) of 2018) are not paid. If this is so, how can education policy implementation be possible? It will not because in order to facilitate successful implementation of educational policy employees need to be adequately paid.

Man is thought to be an economic being, whose attitude to work can only be affected by economic incentives (Akinwumi, 2009). In Nigeria, for example, the social importance of an individual largely depends on the size of his earnings or acquired monetary wealth shown in any type of house and car he has and the amount of foreign trips he makes. An individual, who has gained these levels of achievement through his work will portray his employer in a positive light wherever he finds himself and will be attached to the company emotionally and physically. Ejiogu (1999) correctly observed that a substantial pay rise that would dramatically boost their devotion and productivity is what the average low-income earning teachers yearn for. The

fulfillment of social needs among higher order needs, according to Ofojebe and Ezugoh (2010), leads to a sense of value, adequacy and self-confidence, resulting in commitment, adequate dedication to duty and improvement in results. They further pointed out that the salary teachers earn in the school system helps them to meet their needs, especially physiological needs (lower order needs).

Fringe benefits form part of the incentives provided to workers, aside from wages (Ololube et al., 2013). Ozoemena (2013) suggested that it would definitely boost their working lives by supplying teachers with other rewards (fringe benefits) and this will generate love among the employees. In addition to salaries/wages, fringe benefits are rewards provided and have monetary value, such as pension, health insurance coverage, life insurance coverage, among others (Akande, 2014). Fringe benefits, such as retirement or pension plans, insurance benefits, healthcare benefits, job protection, good working conditions, free medical plans and health care obviously help workers feel safe and secure regarding their membership in the company they are hiring. As long as certain requirements are met, fringe benefits are exempted from taxes. If these needs are not satisfied, however, the outcome is discontent that affects workplace efficiency and quality results. Similarly, when the need for protection is not fulfilled, it threatens the efficiency and engagement of employees. Teachers will resort to bullying students and making sarcastic remarks about the organization if wages are paid late (Akinwumi, 2009). The more teachers are praised, the harder they will work and the greater the degree to which they will react, potentially by performing successfully on the job with appreciation or loyalty.

Taiwo, (2000) argued that, in addition to providing workers with wages and pensions, some marginal benefits are important for productivity. This includes: an exit bonus, a pension plan and retirement benefits. Adelabu (2005) supports cash incentives and allowances; productivity would be poor if there are no cash benefits other than regular salaries. Nakpodia (2006) claimed that employees' job security would increase staff stability and long-term participation in terms of income and jobs. If the wages of teachers are not paid when they are due, the degree of dedication is reduced. Incessant industrial activities are a common occurrence among teachers due to non-payment of teacher wages, leave and other allowances (Akande, 2014). Nakpodia (2011) stated that many educators are now engaged in other companies that consume so much of their time and interest that teaching becomes a secondary activity. They do this because they are never positive when the next paycheck will be paid. In general, human beings need some form of internal and external drives, rewards, encouragement and fulfilment of the fundamental need to get the best from them to achieve the goals and objectives of the community (Ololube et al., 2013). Therefore, it is assumed that teachers, when sufficiently inspired, would work hard and show a high degree of dedication.

They become frustrated and frustrated with their profession when teachers experience discrimination with respect to pay disparities between their profession and other professions; and their devotion to their job is negatively affected. Armstrong (2012) corroborated that more should be paid to those, who contribute more. The financial benefits or compensation/pay arrangement may also impact the retention of workers on the job. Thus, when people are happier, because of their happiness, they will be more dedicated and more efficient doing their work; thus, their devotion depends not only on the work but on their anticipation of the job. Therefore, in every company, the compensation mechanism and pay structure serve as the attraction, retention and encouragement of valued talents and, most importantly, the means by which beneficial employee behaviour can be induced. Reasonable pay levels promote dedication.

Better revenue and incentives are instrumental in fulfilling the economic needs of teachers. In order to improve the devotion and effectiveness of teachers in the school system, it is assumed that overall work satisfaction and perceptions of school support are essential emotional and cognitive attributes (Nyamubi, 2017). In order to satisfy these needs, teachers need sufficient remuneration, and until these needs are met, teachers will not appreciate their full potential and may continue to be less committed to the teaching profession.

Work Environment on Teachers and Effective Implementation of National Policy on Education in Public Secondary Schools in Rivers State

In terms of the nature of the physical world in which employees work, the work environment is the physical working conditions (Akpan, 2015). This includes, among other items, lighting, temperature, ventilation, noise level, spacious classrooms and staff rooms, well-equipped offices, good equipment maintenance, library facilities, and conducive learning environments. The working environment involves the physical geographical, place where teachers perform their job, as well as the immediate environment. Ololube (2017) described workplace as a place where everyone works for their employer. It is often referred to as an employment spot. The working environment is the entirety of circumstances in which a person works or performs his or her duties. The physical environment, the human environment and the relationship with colleagues and managers, the interaction within the system and the working environment may be the working environment (Nakpodia, 2006). Furthermore, the scholar stressed that progress lies in the dedication and effectiveness of the teachers in every educational arrangement. According to him in Nigeria, educators who are the shapers of society are sentenced to name but a few, to perpetual decent poverty and poor working climate. However, wages and allowances are not the only reason for job satisfaction and dedication to work. It is important to remember that the working environment also impacts the effectiveness of teachers (Akinyele, 2007; Akporehe, 2011; Alabi, 2001).

Employers have to include a healthy working atmosphere for greater business efficiency, which is beneficial to their overall employee growth. They need a stable and secure atmosphere that provides personal comfort and workable facilities for proper operation. The workers would find it easier to carry out their employment if the working conditions are good (clean, attractive surroundings). Conversely, workers would find it more difficult to get things done if the working conditions are bad (hot, noisy environments). It can also be stated that providing a pleasant and welcoming atmosphere can increase job satisfaction and decrease job dissatisfaction.

For the enhancement and maintenance of standards and quality, every educational system relies heavily on the quality and productivity of its teachers. With dismay, Nakpodia (2011) noted that a look at where teachers and students study in our schools would make one wonder if the government understands the importance of the school atmosphere to the growth and development of the students. In dilapidated schools, leaking and ill-ventilated school buildings with broken window panes or faulty walls, or muddy and sandy floor, among others, some teachers are subjected to learning. Agi (2010) distinguished that even the most reluctant student should be drawn to a school atmosphere that should be clean enough. When students clash and battle for sitting positions, the overcrowded building is not only repulsive, but energy-sapping. For the effectiveness of students, the importance of comfortable sitting arrangements in efficient classroom control cannot be over-emphasized. If students are living in overcrowded classes, it would be hard for the teacher to travel about and oversee the activities of the students. The

working environment is therefore, a direct representation of productivity. Nakpodia (2011) defined three kinds of working environments as follows: physical, human and political environments.

Physical Environment: Infrastructural amenities include the physical setting, such as school buildings, staff offices, labs, workshops, classrooms, football fields, school farms, libraries, student and staff toilets, sports facilities, etc. The existence of the good conditions listed above has a positive impact on the attitude of teachers towards their jobs. The morale of teachers is low when such facilities are weak or not provided and their level of commitment is very limited.

Human Environment: The human environment has to do with the interaction of managers with superiors, school administrators, pupils, parents, as well as Ministry of Education employees. School managers most of the time look down on teachers in the classroom and they do not work in cooperative attempts to achieve the education industry's goals. In carrying out their duties, teachers ought to be motivated to have self-esteem and reputation. Because of the status assigned to them by their poor work climate, society usually looks down on teachers as inferior government employees. A kind of working environment is created by the kind of relationship between teachers and their colleagues, as well as other people. Much is demanded of the teachers by the society in which the school is situated. They become aggressive to teachers, who are not dedicated to their job and are welcoming to teachers, who are hard-working. However, their level of dedication as well as their attitude towards the job can be influenced by the kind of relationship that exists between teachers and colleagues. For starters, teachers are satisfied with themselves and their jobs in an environment of friendliness and cooperation. According to Ukeje (1990), group cohesiveness and mission participation, the organizational environment is related to job satisfaction. The overall understanding of the work environment by teachers has a significant impact on the degree of satisfaction and productivity.

Political Environment: Education in Nigeria is being highly politicized. Educational managers and educators are torn between divergent loyalties to citizens, parents, government and policymakers who also have divergent standards, criteria and values for the system. The essence of school administration and facilities offered depend on increasing party in control, in addition to loyalties. This causes an unsafe work climate for teachers, who are naturally non-politicians, much of the time. Teachers across Nigeria are looked down on because of the poor working climate that expresses itself in poor service conditions (Peretomode, 2004). Many teachers are thus, ashamed of their profession and are not prepared to be addressed in public as a teacher; whereas, engineers, physicians, pharmacists, etc. are proud of their profession. Nigerian secondary school classrooms are poorly furnished; some do not even have student chairs; there are no sufficient facilities or infrastructure for promoting effective teaching and learning. The overall experience of teachers in the work environment has a significant effect on their job satisfaction and performance. For greater engagement and efficiency, a healthy organizational environment is desirable. Some scholars have also conducted some research to develop the link between the work environment and the performance of employees. These include the Ukeje (1990) and Nwachukwu (1992) results, they all hold the view that the working environment, which tests their effectiveness, has significant effects on teachers' job efficiency.

Nakpodia (2006) claimed that three kinds of work environment exist, namely: a healthy, moderate and bad work environment. The type of working environment that provides workers

with job satisfaction is a good working environment. It is a situation where all the requisite requirements and facilities are given that will allow the teachers to do their job. This includes: well-furnished air-conditioned offices with a good network of communications and IT, teaching facilities and equipment, a good working atmosphere and an open organizational setting, etc. (Ololube et al., 2019). The teacher will have a strong high regard in these cases, he will enjoy his work and put his best into it. The moderate working environment is one that offers services, but is not in very good conditions, and the working conditions are only reasonable, but not sufficiently good for successful learning. In this case, workers are not very zealous about their results. On the other hand, in most schools today, the bad work environment is the kind we have where staff offices are either non-existent or very poorly fitted. For teachers and students, many schools lack seats. Many schools are in such a dilapidated state that educators feel embarrassed to be affiliated with them (Nwachukwu, 1992). They have low morale, no work satisfaction, and since they lack inspiration, they are not able to make adequate efforts to achieve the objectives of education. Therefore, this is why many educators are leaving the teaching profession.

In addition, educational workers are increasingly embarking on industrial practices because of the poor work atmosphere, which has become the only way for governments to respond to their needs and frustrations. Akande (2014) observed during such times that students remain at home, wander the streets hawking and indulging in illegal activities. Nakpodia, (2011) also noted that the attrition rate among secondary school teachers is very high due to lack of motivation, and their productivity is also very poor. The work climate influences how workers feel about their work and how their work patterns are influenced (Frost, 2018). In other words, feelings towards the organization are a deciding factor of commitment, the quality of the workplace atmosphere of employees, especially, teachers, has a direct bearing on their productivity. Durotola (1998) believed that the leadership style and administrative set-up in schools contribute significantly to the devotion and effectiveness of teachers in terms of the administrative work climate. The devotion of teachers relies on certain administrative decisions about the provision of appropriate teaching and learning facilities, increasing the morale and remuneration of teachers. Insufficient supply of teaching and learning materials and the general poor state of the atmosphere in the classroom makes teachers to develop low morale in their work.

Dery and Poupriel (2013) described poor service conditions as a main reason why teachers turn the school atmosphere into a trading and business hub, where even household products are sold, and pay less attention to their teaching work. Owing to inadequate classrooms, when students are accommodated in overcrowded classrooms, the movement of teachers in between rows of desks becomes difficult, and the teacher can only speak to the students as a group, instead of giving them individual attention. The existence of such physical environments as school buildings, staff rooms or offices, classrooms, libraries, staff conveniences, and recreational facilities for students/pupils has a positive effect on the attitude of teachers towards their work (Nakpodia, 2011). They need a conducive workspace while teachers are at school to execute their tasks effectively. Getahun et al. (2016) confirmed that the degree of organizational engagement of teachers is increased by developing a more rewarding work environment. The optimistic feelings of teachers regarding working situations boost their work in a way that encourages their passion for the job. However, if these facilities are not provided sufficiently in a work environment, the morale of the teachers will become poor, which will undoubtedly affect their job productivity.

Principals' Leadership Styles on Teachers and Effective Implementation of National Policy on Education in Public Secondary Schools in Rivers State

The leadership of the principal is an essential role handled, governed and guided by secondary education leadership for the day-to-day operation of school affairs. Therefore, the leadership styles of principals decide the teacher's effectiveness. The behavioural leadership styles of principals hold the key to the quality and advancement of high school education. Due to its far-reaching effects on the achievement of school programmes, priorities, and achievement of educational objectives, the line of duty of principals is of invaluable importance in educational administration. Dynamic leaders, who control classroom teachers, who are their immediate subordinates in the school management system are principals of secondary schools. There are some principal leadership styles that are hostile to pursuing education objectives, although, there are also leadership styles that can boost the achievement of educational goals and objectives. These types of leadership of the principals found in high school can be addressed as; this is people-oriented and counts on the subordinates' participatory involvement (Mgbodike, 2004). It makes initiatives in school work operations, originality and innovation and encourages hard work among teachers and other subordinates. This leadership style increases work satisfaction through the participation of others and helps to improve the abilities of people. The teachers will feel in charge of their own destiny by this style and inspired by more than just a financial incentive to work hard. However, this approach increases the success of students with a better end result. Democratic or participatory leadership is most acceptable when operating as an integral team and when success is more critical than pace for productivity.

It allows educators to be free to engage and provide helpful suggestions, while encouraging others to engage and participate in decision-making. The leader and followers embrace new ideas and changes, while a sense of belonging and obligation is established within the community. Meanwhile, before taking a decision, a principal with a democratic style of leadership seeks the input of his teachers and becomes aware of their advice and suggestions. This generates good educational results that can drive society forward, so subordinates are still in a position to have faith and trust in their leader (Mohammed, 2012).

Any of the principals' management of secondary schools is traced to the leadership styles displayed by school principals. Several researchers have defined various aspects of leadership and styles based on their studies in different institutions. The emergence of a principled leadership style is decided by the dominant performance and efficient implementation of educational policy, either by intrinsic or extrinsic, internal or external or environmental influences.

METHODS

The Research Design

The correlational research design was adopted for the study. A correlations research design can be described as one in which the variables usually the independent variable has already occurred and it seeks to find the degree of relationship between the dependent and independent variables. In this research, positive correctional design was used. That is when one is increase or decrease, it's also increase or decrease.

Population of the Study

The population of this research study comprised of Seven Thousand, one hundred and forty - two (7,142) teachers including principals in Two Hundred and seventy-six public secondary schools (276) in Rivers State. Out of this Three Thousand, six hundred and eighty-one (3,681) are male teachers; while Three Thousand, Four Hundred and sixty-six (3,466) are female teachers.

Sample and Sampling Techniques

Proportionate stratified random sampling technique was used to draw the sample from the population. This is used to understand existing relationship between two groups. In order to use this technique, the entire population was classified into the two groups; male and female teachers including principals which cut across the three senatorial districts (Rivers South East Senatorial district, Rivers East Senatorial district and Rivers West Senatorial district) of the state. The sample drawn represents the entire population being drawn. Nwankwo (2010) described a sample as the number of people or things drawn scientifically from a given population for a study based on the premise that such a number is a true representation of that population.

Instrument for Data Collection

The instrument for data collection was a structured 60-item self-designed questionnaire entitled: “Teachers’ Job Satisfaction and Effective Implementation of National Policy on Education Questionnaire (TJSEINPEQ)” was used to address the research questions. The instrument contained two sections (A and B). Section ‘A’ contained demographic data of the respondents, while Section ‘B’ contained 60 items, which were designed to elicit relevant information based on the variables of the study. The questionnaires were coded with modified four-point Likert rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Agree (1 point) respectively.

Validity of the Instrument

The validity of an instrument means the extent an instrument measures what it purports to measure. It is an indication of the extent to which a measure provides an accurate representation of what one is trying to measure. Therefore, in order to ensure the face and content validities of the instrument, the first copy it was submitted to the researcher’s supervisor and two other experts in Educational Management in IAUE Rumuolumeni, Port Harcourt.

This was to ensure that the instrument measures the variables it purports to measure. They added, removed and re-phrased some items to ensure the content measure the variables. After making modifications and ascertaining the suitability of the items to the respondents, their suggestions were affected in the final draft of the instrument before using it for data collection.

Reliability of the Instrument

Reliability of an instrument refers to its consistency or precision. Reliability of an instrument refers to the degree to which the instrument consistently measures what it intends to measure.

Test re-test method was used to establish the reliability of the instrument. Thirty copies of the instrument were administered to 50 teachers in public senior secondary schools in Rivers State that were not included in the sample of the study. After a period of two (2) weeks, another 50 copies of the same instrument were re-administered to the same group of respondents. At the end of this, their responses at the two intervals were correlated using the Pearson's Product Moment Correlation to establish the reliability coefficient which yielded a reliability index of .82.

Method of Data Collection

Copies of the self-designed questionnaire were administered via direct approach. This is an approach where the copies of the instruments were administered directly to the respondents. Therefore, the researcher employs the service of two trained research assistants to distributing and retrieved of the instrument back from the respondents after filling. Out of these 2,142 copies of the instruments that were distributed, only 2,125 (99.2%) were properly filled and retrieved (2,125). Seventeen (17) 8% copies were either misplaced or wrongly filled. Hence, 2,125 was the actual number retrieved for the analysis, which represented 99.2%.

Method of Data Analysis

The research questions were answered using positive correlational research design was adopted for the study. Correctional design research is a type of research method that involves observing two variables in order to establish a statistically corresponding relationship between them.

Data generated for the study were analyzed with the aid of SPSS (Version 25). Specifically, Regression analysis was used to test the null hypotheses at 0.05 level of significance.

RESULTS AND FINDINGS

HO₁: There is no significant relationship between financial incentives on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.

The Model Summary table 1 showed the coefficient of relationship between financial incentives on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State is .962 while the R-squared value is .925 indicating that financial incentives (salaries, wages and bonus) on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State. The table also showed that financial incentives (salaries, wages and bonus) for teachers account for only 92.5% (0.925x100) relationship with effective implementation of the national policy on education in public senior secondary schools in Rivers State. Meaning that, the remaining 7.5% effective implementation of the national policy on education in public senior secondary schools in Rivers State is explained by other variables not included in the model.

The F-statistic on the table shows that there is a significant influence on teachers' financial incentives (salaries, wages and bonus) and effective implementation of the national policy on education in public senior secondary schools in Rivers State $F_{1, 2123}=515.727, p<.05$. Therefore, the null hypothesis one was rejected at 0.05 alpha level. The regression equation

$y=10.440+0.698x$ indicate that an increase in teachers' financial incentives (salaries, wages and bonus) will lead to an increase effective implementation of the national policy on education in public senior secondary schools in Rivers State. Also, in Part B, the column label t under Financial Incentives (22.710) confirmed the significance of F-statistics with $\text{Sig}<0.05$.

Table 1: Summary of regression on the significant relationship between financial incentives on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State

Model Summary							
R	R Square	Adjusted R Square	Std. Error of the Estimate				
.962 ^a	.925	.195	1.65446				
a. Predictors: (Constant), Financial Incentives							
ANOVA ^a							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1411.669	1	1411.669	515.727	.000 ^b	
	Residual	5811.167	2123	2.737			
	Total	7222.836	2124				
a. Dependent Variable: Effective Implementation National Policy on Education							
b. Predictors: (Constant), Financial Incentives							
Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
		B	Std. Error				
1	(Constant)	10.440	.998		10.457	.000	8.482 12.398
	Financial Incentives	.698	.031	.925	22.710	.000	.638 .759
a. Dependent Variable: Effective Implementation National Policy on Education							

HO₂: There is no significant relationship between work environment on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.

The Model Summary for table 2 showed the coefficient of relationship between work environment on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State is .841 while the R-squared value is .707 indicating that work environment on teachers relates with effective implementation of the national policy on education in public senior secondary schools in Rivers State. The table also showed that work environment on teachers account for only 70.7% (0.707×100) relationship with effective implementation of the national policy on education in public senior secondary schools in Rivers State. Meaning that, the remaining 29.3% effective implementation of the national policy on education in public senior secondary schools in Rivers State is explained by other variables not included in the model.

The F-statistic on table above shows that there is a significant influence of work environment on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State $F_{1, 2123}=515.917$, $p<.05$. Therefore, the null hypothesis two was rejected at 0.05 alpha level. The regression equation $y=11.440+1.000x$

indicating that an increase in work environment for teachers will lead to an increase effective implementation of the national policy on education in public senior secondary schools in Rivers State. Also, in Part C, the column labeled t under work environment (32.258) confirmed the significance of F-statistics with Sig<0.05.

Table 2: Summary of regression on the significant relationship between work environment on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.841 ^a	.707	1.000	1.65666		
a. Predictors: (Constant), Work Environment						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7222.836	1	7222.836	515.917	.003 ^b
	Residual	.000	2123	14.000		
	Total	7222.836	2124			
a. Dependent Variable: Effective Implementation National Policy on Education						
b. Predictors: (Constant), Work Environment						
Coefficients ^a						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
		B	Beta			Lower Bound
		Std. Error				Upper Bound
1	(Constant)	11.440	.768	10.457	.000	.000
	Work Environment	1.000	.031	32.258	.003	1.140
a. Dependent Variable: Effective Implementation National Policy on Education						

HO₃: There is no significant relation between principals’ leadership styles on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State.

The Model Summary table 3 showed the coefficient of relationship between principals’ leadership styles influence on teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State is .759 while the R-squared value is .576 indicating that principals’ leadership styles relates with effective implementation of the national policy on education in public senior secondary schools in Rivers State. The table also showed that principals’ leadership styles account for only 57.6% (0.576x100) relationship with effective implementation of the national policy on education in public senior secondary schools in Rivers State. Meaning that, the remaining 42.4% effective implementation of the national policy on education in public senior secondary schools in Rivers State is explained by other variables not included in the model.

The F-statistic on the table above shows that there is a significant influence of principals’ leadership styles on teachers and effective implementation of national policy on education in public senior secondary schools in Rivers State F1, 2123=225.714, p<.05. Therefore, the null hypothesis three was rejected at 0.05 alpha level. The regression equation $y=11.290+1.015x$

indicating that an increase in between principals' leadership styles will lead to an increase effective implementation of the national policy on education in public senior secondary schools in Rivers State. Also, in Part C, the column labeled t under Principals Leadership Styles (32.258) confirmed the significance of F-statistics with Sig<0.05.

Table 3: Summary of regression on the significant relationship between principals' leadership styles and effective implementation of the national policy on education in public senior secondary schools in Rivers State

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.759a	.576	1.000	1.67546				
a. Predictors: (Constant), Principals Leadership Styles								
ANOVA ^a								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	7222.836	1	7222.836	225.714	.001 ^b		
	Residual	.000	2123	32.000				
	Total	7222.836	2124					
a. Dependent Variable: Effective Implementation National Policy on Education								
b. Predictors: (Constant), Principals Leadership Styles								
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	11.290	.000		10.457	.000	.000	.000
	Principals Leadership Styles	1.015	0.310	.576	3.274	.001	1.000	1.020
a. Dependent Variable: Effective Implementation National Policy on Education								

DISCUSSION OF FINDINGS

Financial incentives for teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State

The first of the study examined how financial incentives (salaries, wages and bonus) influenced teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State. With the Pearson Product Moment Correlation Coefficient (r) of 0.925, the result in Table 1 showed that to a high extent, financial incentives (salaries, wages and bonus) for teachers' significant relationship with effective implementation of the National Policy on Education in public senior secondary schools in Rivers State. The implication of this finding is that the provision and increase of financial incentives for teachers will always lead to effective implication of the National Policy on Education. The decrease, insufficient or irregular financial incentives will always lead to ineffective implementation of the national policy by the teachers. This means that financial incentives can relate with implementation of the national policy either negatively or positive, if teachers are well paid, there will be motivated to effectively implement the National Policy on Education. This study is in line with Armstrong (2012) who mentioned that incentives are useful in attracting and retaining teachers and they

tend to be direct financial remuneration, improved deployment practices, job security, free or subsidized housing and special allowances.

Funding of education remains a great challenge in Rivers State and Nigeria in general. This has been a reoccurring decimal in the implementation of the national policy. Budget allocation for the education sector falls abysmally below the United Nations suggested 26 per cent of the total budget with the total deregulation of the educational sector in Nigeria at all levels; funding remains a great challenge to the sector. The respondents identified recurrent expenditures such as salary, wages and bonuses as one of the major challenges in the Nigerian education system.

Underfunding has greatly affected the dwindling quality of education as lack of adequate funds leads to insufficient supply of poor payment of teachers' salaries, hazard allowance as well as annual financial incentives and human resources to facilitate achievement of the set educational goals.

Incentives are important instrument that motivate teachers to work effectively (Ololube, 2006, 2007). From the finding above, and the analysis done, it was obvious that there are poor incentive regimes in education. In addition, Emenike (2011) explained that there is similar relationship between good incentive system and productivity in schools. He further noted that when a teacher is paid a good salary, he or she will be comfortable and able to meet the needs of his or her family.

Work environment of teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State

The second objective of the study examined how work environment influence teachers and effective implementation of the national policy on education in public senior secondary schools in Rivers State. The result in Table 2 showed that work environment influence teachers towards effective implementation of the National Policy on Education in public senior secondary schools in Rivers State. Secondly, there is a significant relationship with the work environment of teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State.

From the fieldwork, the respondents lamented badly over absence of enough classrooms that are conducive for teaching and learning in the sampled schools. In some areas, there are no basic infrastructures such as classrooms and thus lessons are taken in unsafe locations as thatched houses and under trees.

There is an acute shortage of instructional materials, textbooks and stationery in the sampled secondary schools. In a closed observation carried out by the researcher and his assistants, there are certain schools without seats and the learners are forced to sit on the floor during their lessons. Most schools lack critical amenities such as toilets, which respondents say adversely affects the learning process. Science laboratories, sports equipment, play grounds and workshops are critical facilities, which are alien to a majority of the rural secondary schools in the sampled areas.

ICT has revolutionized the global educational methodology. However, the Nigerian education sector has not benefited extensively as a large majority of the people are yet to reap the benefits. The existing e-education programmes continue to face massive inhibitors in Rivers State, thus hamper comprehensive social and economic benefits from being realized. Discussion with some e-education stakeholders informed the researcher that the Rivers State government

makes minimal effort to inculcate the best standards and approaches to ensure effective integration of ICT in the secondary schools.

In addition, it has emerged that the persistent challenges have limited the replication of ICT program at the national level. The ICT infrastructure is inadequate thereby limiting accessibility. In most institutions, there is barely enough computer hardware as well as software to facilitate learning. Skilled labour is another massive challenge that Nigerian schools continue to grapple with. Effective integration of education requires the presence of skilled work force to not only facilitate the learning process but also manage the available learning systems. The uptake of e-education has been low due to the persistence resistance by the students as well as academics to change from the pedagogical methods that they are accustomed to, to technology-based methodologies, which are innovative.

It was also obvious in the study that there is the problem of lack of teachers in the secondary schools and is rampant in the rural schools. The poor as well as delayed salary continues to hamper teacher motivation in rural areas of the state. This trend has resulted in over working of the teachers. In addition, the poor working conditions also hamper the ability of the few teachers to deliver on the goal of national policy on education.

The field observation indicated the sampled of rural schools that were deserted with abysmal and dilapidated infrastructures. This finding also agrees with the submission given by Akintola and Laduola (2016) in their earlier research on the role of work environment on teachers' productivity. The study established that the classroom, work ethics, and good welfare packages constitute the major variables that determine the level of job performance of the teachers. In their suggestion, if these factors are optimally initiated, there is the tendency for increase productivity of the teachers. Also, Okorafor (2016) supported the present finding by revealing from his study that poor infrastructure are among the factors hindering Nigerian educational policy.

Principals' leadership styles on teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State

The third objective examined the influence of principals' leadership styles on teachers and effective implementation of the National Policy on Education in public senior secondary schools in Rivers State. The result showed that principals' leadership styles influence effective implementation of the National Policy on Education in public senior secondary schools in Rivers State. Furthermore, there is a significant relationship of principals' leadership styles on effective implementation of the National Policy on Education in public senior secondary schools in Rivers State.

Education as a corporate organization includes leaders, such as: inspirational, emotional, charismatic, collaborative, transactional in their leadership styles, to name just a few for the achievement of educational objectives (Ukeje, 1990). The ability to analyze and anticipate a long-term plan or policy in each organization and influence followers on the achievement of the set strategy or target is largely dependent on leadership. It has been noted that leaders have played an active role in helping individuals, organizations and communities achieve their goals and objectives. Leadership is regarded by Shamaki (2015) as the main determinant of competitiveness and organizational success. He assumes that greater efficiency can be induced by strong leadership in education. Similarly, Igbai et al. (2015) viewed leadership as a leader's ability to use management skills to coordinate, empower, ignite and motivate teams to achieve

set organizational goals by coordinating performance processes. The style of leadership is a deciding factor in how far and well a leader goes and how sensitive his subordinates will be.

The present study is in synergy with the study of Abiodun-Oyebanji (2015) and Ololube (2017) that showed that principals' leadership style such as democratic, autocratic, liaises-faire, transactional and pseudo-democratic leadership types jointly contributed to their managerial effectiveness. Their study also showed that democratic leadership type had the highest and significant contribution to principal' managerial effectiveness. The implication of this finding is that if principals' leadership styles influence their managerial skills, it therefore means that they are implementing National Policy on Education effectively. Also, their effective managerial skill is an indication that they are really driving their staff (teachers) towards the effective implementation of National Policy on Education.

CONCLUSION

The study investigated teachers' job satisfaction and effective implementation of National Policy on Education in public senior secondary schools in Rivers State. The study examined the extent to which of financial incentives influence on teachers and effective implementation of National Policy on Education, the extent to which work environment influence teachers and effective implementation of national policy on education, and relationship between principals' leadership styles on teachers and effective implementation of National Policy on Education. The study concluded that financial incentives, work environment, and principals' leadership styles have significant relationship on the effective implementation of National Policy in Education in public senior secondary schools in Rivers State.

Teacher's job satisfaction is of necessity if education sector will survive in this economic meltdown period. Good teachers' motivational strategies such as good salary, environment, principal leadership styles are the motivators that are needed in education sector for higher turnover that will result to effective implementation of education goals.

Education managers should avoid some dissatisfying factors that can cause job dissatisfaction, such as; bad leadership, poor/late/irregular salary payment, inadequate provision of technology tools and un-conducive teaching environment, job insecurity, lack of professional development. These factors have negative impact on the effectiveness of the teachers and education.

Therefore, the researcher concluded that if educational managers could remove all the educational challenges such as, inadequate funding, inadequate in structural materials, poor facilities, lack of political will or policy continuity, lack of data base, poor framework for policy implantation on home grown feedings, corruption free, etc. without taken good care of teachers; effective implementation of National Policy on Education in public senior secondary schools would not be possible.

Recommendations

Sequel to the results of the study, it is important to recommend that:

- Teachers should be highly motivated and their financial stability should be included and implemented in the National Policy of Education. This will boost the morale of teachers in secondary schools in Rivers State.

- Government should ensure that teachers teach in a conducive work environment by providing adequate physical facilities that will enhance their job productivity
- Principals should be more skillful by applying better leadership styles that will enhance teachers' job productivity.

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