

CONDITIONS OF SERVICE AND ACADEMIC STAFF JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN RIVERS STATE

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ABSTRACT: The study investigated conditions of service and staff job performance in public universities in Rivers State, Nigeria. Three objectives which were translated into three research questions and corresponding hypotheses were used. The study adopted a correlational research design. The population of the study comprised all the three public universities. There were a total of 2985 lecturers from the three public universities in Rivers State. The sample for this study was 746 respondents; the respondents were stratified into male and female academic staff of the three universities in Rivers State. The instrument that was used for data collection was a self-constructed questionnaire titled "Conditions of service Questionnaire (CSQ) and Staff Job Performance Questionnaire (SJPQ). The scores of the two sets of instruments were correlated using Pearson Product Moment Correlation to determine the reliability index of .892 and .834 respectively which was reliable for the study. Mean and standard deviation statistics was used to answer the research questions and Pearson Product Moment Correlation was used test the hypotheses at .05 level of significance. The findings of the study revealed that there is a moderate relationship between remuneration and staff job performance in public universities in Rivers State. In conclusion, the relationship between various conditions of service and staff job performance in public universities in Rivers State provides valuable insights into the complex interplay between organizational factors and employee effectiveness within academic settings. Through an in-depth analysis of remuneration, job security, and promotion, several key findings emerge, shedding light on the mechanisms that influence staff performance in these institutions. It was recommended among others that Public universities' management, in collaboration with the relevant government bodies should review and enhance remuneration packages to ensure they are competitive and reflective of employees' skills and contributions and university management should develop and implement transparent promotion policies that are based on merit, performance, and qualifications. This ensures fairness and encourages staff to strive for excellence.

Keywords: Conditions of Service, Staff, Job Performance, Public Universities, Rivers State.

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INTRODUCTION

The Conditions of Service and Staff Job Performance in Public Universities in Rivers State constitute a critical nexus within the educational landscape, shaping the quality of academic delivery and institutional effectiveness. As bastions of knowledge dissemination and intellectual development, public universities play important roles in societal progress and individual advancement. Within this context, the interplay between the conditions under which university

staff operate and their resultant job performance emerges as a fundamental concern for stakeholders ranging from administrators to policymakers and the broader public.

Rivers State, located in the southern region of Nigeria, hosts several public universities renowned for their contributions to education and research. These institutions serve as hubs for cultivating talent, fostering innovation, and addressing societal challenges. However, the effectiveness of these universities in fulfilling their missions heavily relies on the conditions under which their staff members operate. The term "Conditions of Service" encompasses a spectrum of factors including remuneration, work environment, career development opportunities, administrative support, and institutional policies that directly influence the professional experiences and well-being of university personnel.

The nexus between Conditions of Service and Staff Job Performance underscores the intricate relationship between organizational dynamics and individual contributions within the university setting. Staff members, including academic and non-academic personnel, are integral to the fulfillment of institutional objectives, ranging from teaching and research to administrative functions. Their job performance not only reflects the quality of education and services offered by the universities but also impacts student outcomes, institutional reputation, and the overall academic environment. In Rivers State, the dynamics of Conditions of Service and Staff Job Performance within public universities are subject to various contextual factors, including socioeconomic realities, institutional priorities, regulatory frameworks, and global trends in higher education. As such, understanding the nuances of these dynamics is imperative for fostering a conducive work environment, promoting employee satisfaction and motivation, and ultimately enhancing the overall effectiveness and competitiveness of public universities in the state. Thus, this study aims to explore and analyze the intricate interplay between conditions of service and staff job performance in public universities in Rivers State.

Statement of the Problem

When it comes to realizing the set goals and objectives of tertiary education in Nigeria and in Rivers State in particular, staff commitment, dedication and spirited service delivery are critical factors. These critical factors are moreover hinged on staff motivation. The degree to which the staff are motivated on the other hand is dependent on the extent to which their needs are duly met, or rather, the level of satisfaction they derive from their jobs.

Haven established this, it becomes really difficult to opine that the staff of public universities in Rivers State are rightly motivated to perform their jobs as expected. This is evidenced by the worrisome depleted level of staff commitment in universities in the state. Research, innovations and development initiatives which are fruits of dedicated workforces in universities are in a state of coma. Schemes of works are rarely covered due to faculties' lackadaisical attitudes to work in most institutions. Staff agitations and strike actions have become frequent occurrences with several other expressions and manifestations of staff dissatisfactions with their jobs, all of which lead to poor productivity of staff to the detriment of institutional and educational goals in these higher institutions of learning in Rivers State.

Staff conditions of service may not be unconnected with the unimpressive level of staff job performance in these institutions. The nature and state of staff remuneration with respect to salaries, allowances and other financial entitlements, issues bordering on job security, matters about staff promotion, the status of staff training/development in the institutions and also staff workload dynamics are all components of the conditions of service that possess the potentials of

influencing staff motivation and the scenario described above. To this end, the study sets out to investigate the statuses of these variables and how they relate with staff job performance in public universities in Rivers State.

Aim and Objectives of the Study

The overall aim of the study is to investigate conditions of service and staff job performance in public universities in Rivers State, Nigeria. The specific objectives seek to:

- Determine the extent to which remuneration as a condition of service relates with staff job performance in public universities in Rivers State.
- Examine the extent to which job security as a condition of service relates with staff job performance in public universities in Rivers State.
- Evaluate the extent to which promotion as a condition of service relates with staff job performance in public universities in Rivers State.

Research Questions

The following research questions guided the study:

- To what extent does remuneration as a condition of service relate with staff job performance in public universities in Rivers State?
- To what extent does job security as a condition of service relate with staff job performance in public universities in Rivers State?
- To what extent does promotion as a condition of service relate with staff job performance in public universities in Rivers State.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- There is no significant relationship between remuneration as a condition of service and staff job performance in public universities in Rivers State.
- There is no significant relationship between job security as a condition of service and staff job performance in public universities in Rivers State.
- There is no significant relationship between promotion as a condition of service and staff job performance in public universities in Rivers State.

REVIEW OF RELATED LITERATURE

Condition of Service

Every institution, parastatal, establishment, venture, and business needs a platform of agreement on which parties involved are to agree in order to foster the purpose of its existence. The meaning of condition of service varies as its parameters for determining its core values differs among economies. Nevertheless, in this study the researcher looked at some definitions that

would be actively related to this study. Thus, it should be noted herein this study that condition of service is interchanged with work environment and other terms that interrelate the concept.

Working condition can be referred to the conditions under which an individual or staff works, including but not limited to such things as amenities, physical environment, stress and noise levels, degree of safety or danger, and the like (Ololube, 2017). According to Nakpodia (2011), work environment is the totality of conditions under which a person or a group of persons works or performs his or her duties. Work environment can be in form of physical environment, human environment: and relationship with colleagues and administrators, interaction within the system and the general aura of the work climate.

The concept of "Condition of Service" in universities refers to the terms and provisions that govern the employment relationship between the university and its staff. This encompasses various aspects, including salary structure, working hours, leave policies, and other benefits. In the academic context, it is crucial to understand and adhere to the specific conditions that regulate the employment of faculty and staff. Conditions of Service play a vital role in ensuring a conducive and fair work environment for university employees (Ololube, 2024). These conditions may include provisions for professional development, research support, and opportunities for advancement, influencing the overall job satisfaction and performance of faculty members.

Additionally, the adherence to established Conditions of Service helps prevent workplace conflicts and ensures equitable treatment of all employees. Moreover, the Conditions of Service in universities often align with national or institutional guidelines, reflecting the broader legal and ethical considerations governing employment relationships. Understanding and complying with these conditions contribute to a harmonious academic community and positively impact the overall effectiveness of the university.

Staff Job Performance

Performance refers to an act of accomplishing or executing a given task (Adebayo & Obi, 2019; Adeniyi & Oladipo, 2019). Teacher job performance is the measure at which a teacher discharges his duties and responsibilities in the course of carrying out their employment obligations. According to Adeyemo et al. (2013), teacher Job performance is measured in terms of teacher's lesson presentation ranging from introduction of lesson to mastery of subject, class participation, class control, evaluation and conclusion.

In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricula activities, supervision, effective leadership, motivation and morale among others. High performance organisations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organisation a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work. For the attainment of a high level of efficiency, universities teachers are expected to participate regularly in professional development activities (Adewale & Okorie, 2013).

These activities may be intended to help university teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies,

among other purposes. Researchers have identified several features of professional development that have been correlated with change in teacher knowledge and instructional practices.

Professional development activities are expected to increase university teachers efficiency, these activities rely mostly on elements which impact on their job performance. Ololube (2017) asserted that university teachers have been described as the most recognized and indispensable human resources in the education system. They are equally regarded as the singled most important element of the school system; more important than the quality of equipment's, materials, or the level of financing. More so, university teachers are the initiator and facilitators of teaching and learning activities and they act as agents of changes in any system and because of these roles they perform, they can be regarded as the heart of quality improvement strategy. It therefore follows that if university teachers are to be productive, due attention must be accorded to their job satisfaction and there must be an enabling environment that can boost and improve their productivity.

Therefore, university teachers' job performance and effectiveness are functions that do not only initiate academic and professional perception but also the result of insights, academic and professional performance trials of persons. Job performance is a concrete assertion that is as a result of concrete evidence on a particular task area. Performance is measured in terms of job responsibility. Performance is not dependant outside organizational terms and conditions. Performance is one of major essence of the establishment of an organization. In every organizational setup, there are goals and objectives to be achieved. In order to pursue these goals and objectives, there are units of responsibilities and functions meted to the workers according to functional abilities. Organizations that do not perform well in the task or job performance areas may not attract good number of clients. Motowidlo (2003) explained that job performance is the total expected value to the organization of discrete behavioural episodes that an individual carries out over a standard period of time.

Remuneration and Job Performance of University Teachers in Nigeria

Remuneration, which encompasses salaries, allowances, and other financial incentives, plays a critical role in shaping the job performance of university teachers in Nigeria. In recent decades, the Nigerian education sector, particularly the university system, has grappled with issues of underfunding, poor infrastructure, and persistent industrial actions, largely due to dissatisfaction with remuneration packages. University lecturers in Nigeria, under the umbrella of the Academic Staff Union of Universities (ASUU), have consistently raised concerns about the inadequacy of their pay and its impact on their motivation, job satisfaction, and performance (Okebukola, 2018).

Remuneration is a major determinant of job satisfaction and productivity in any organization. According to Herzberg's Two-Factor Theory, remuneration is considered a hygiene factor—necessary to prevent dissatisfaction but not sufficient alone to create satisfaction. However, in contexts where basic remuneration is lacking or perceived as unfair, it becomes a significant driver of low morale and decreased performance (Herzberg, 1966 in Ololube, 2024). In the Nigerian university system, many lecturers report that their salaries do not match the demands and responsibilities of their work, nor do they reflect current economic realities such as inflation and currency devaluation (Ofoegbu, 2021). This mismatch often leads to demotivation, absenteeism, and in some cases, brain drain, as skilled academics seek better opportunities abroad.

The relationship between remuneration and job performance in Nigerian universities has been empirically explored. A study by Owolabi (2019) found a positive and significant correlation between adequate compensation and lecturers' commitment to teaching, research, and supervision. Lecturers who are well-paid tend to exhibit higher levels of enthusiasm, innovation in teaching methods, and a stronger sense of institutional loyalty. Conversely, poor remuneration has been linked to job dissatisfaction, low productivity, and a decline in academic output (Uzochukwu & Chukwuma, 2020).

Another key component of remuneration is the availability of fringe benefits such as housing allowances, research grants, health insurance, and pension schemes. These benefits not only enhance the financial stability of university teachers but also affect their perception of employer support and long-term career satisfaction. Unfortunately, in many Nigerian universities—especially those owned by state governments—these benefits are either minimal or irregularly paid (Adebayo & Adeyemi, 2022). Such inconsistencies further compound job dissatisfaction and reduce lecturers' willingness to engage in voluntary academic responsibilities like mentorship, community service, or participation in committees.

Furthermore, the irregularity and politicization of salary adjustments in Nigerian universities have exacerbated the remuneration crisis. While government policies sometimes promise improvements in remuneration, implementation is often delayed or selective. The disparity in salaries between federal and state universities, as well as between academic and non-academic staff, also contributes to tensions and reduced morale among teaching staff (Ogunyemi, 2020).

To improve job performance among university teachers, it is essential that remuneration policies be reviewed and implemented in a manner that reflects both the economic context and the critical role of higher education in national development. Beyond salary increases, universities should consider performance-based incentives, timely promotions, and supportive work environments to boost morale and productivity. Moreover, ensuring regular training and professional development opportunities can also complement financial incentives and lead to better job performance outcomes.

The remuneration of university teachers in Nigeria is a fundamental factor influencing their job performance. Poor pay, irregular allowances, and a lack of institutional support not only demotivate lecturers but also hinder the overall quality of education delivered to students. For Nigeria to meet its educational goals and improve global competitiveness, it must prioritize the welfare and motivation of its academic workforce.

Job Security and Staff Job Performance of University Teachers in Nigeria

Job security plays a vital role in the motivation, satisfaction, and performance of employees across all sectors. In the academic environment, particularly within Nigerian universities, job security is a key factor that influences how university teachers engage with their work. University lecturers, as knowledge workers, require a stable and secure working environment to perform optimally in teaching, research, mentoring, and community service. However, the current state of job security for academic staff in Nigeria is increasingly uncertain due to economic instability, policy inconsistencies, and administrative challenges within the university system (Aina & Salako, 2019).

Job security refers to the assurance that an individual will retain their job without the threat of arbitrary dismissal, redundancy, or reduction in salary and benefits. When employees

perceive their job as secure, they tend to exhibit higher levels of commitment, creativity, and productivity (Greenhalgh & Rosenblatt, 2010). In contrast, a lack of job security often leads to anxiety, low morale, and reduced performance. In Nigerian universities, job insecurity has been exacerbated by irregular salary payments, inadequate funding, frequent strikes, and government interventions that undermine university autonomy (Ogunyemi, 2020).

One of the major sources of job insecurity among university teachers in Nigeria is the inconsistent funding of public universities by federal and state governments. Budgetary constraints often lead to delayed salaries, inadequate promotion opportunities, and the non-renewal of contracts for non-tenured staff (Okebukola, 2018). These challenges make academic work less attractive and discourage long-term commitment. Contract and adjunct lecturers are particularly vulnerable, as their continued employment is contingent upon short-term decisions made by university management and funding availability.

The Academic Staff Union of Universities (ASUU) has consistently raised concerns over the erosion of job security in the Nigerian university system. Strikes and industrial actions, often triggered by poor working conditions and lack of job protection, have not only disrupted academic calendars but have also contributed to the stress and burnout experienced by lecturers (Uzochukwu & Nwankwo, 2021). When academic staff feel insecure, their level of engagement drops, resulting in lower research output, poor mentoring of students, and a decline in the overall quality of education.

Empirical evidence supports the assertion that job security significantly impacts staff performance in the university setting. A study by Yusuf and Akinola (2020) found that university lecturers who perceive a high degree of job security are more likely to show initiative in research, innovation in teaching, and dedication to student development. The same study indicated that job insecurity correlates with absenteeism, lack of motivation, and a tendency to seek alternative income-generating activities, which may divert attention from academic responsibilities.

Moreover, job security has psychological implications. According to Herzberg's Motivation-Hygiene Theory, job security is a hygiene factor that when absent, leads to dissatisfaction. In the Nigerian context, where inflation and currency devaluation continue to erode the real value of wages, the assurance of job continuity becomes even more crucial in ensuring job satisfaction and performance (Eze & Okafor, 2022; Ololube, 2024). When university teachers are unsure about their job future, it becomes difficult for them to plan their careers, invest in further academic training, or commit fully to their institutions.

To improve job performance among Nigerian university teachers, efforts must be made to strengthen job security. This includes timely payment of salaries, transparent and fair promotion procedures, better contract terms for non-tenured staff, and a reduction in political interference in university governance. In addition, enhancing academic freedom and university autonomy can contribute to a more secure and stable working environment for lecturers.

Therefore, job security is a significant factor that affects the job performance of university teachers in Nigeria. Without adequate security in their roles, lecturers may become disengaged, less productive, and more inclined to seek alternative employment.

Promotion and Job Performance of University Teachers in Nigeria

Promotion is one of the most significant factors influencing employee motivation, satisfaction, and performance in any organization. In the Nigerian university system, the promotion of

academic staff is not only a pathway for career advancement but also a motivational tool that enhances job performance. When university teachers perceive the promotion process as fair, transparent, and timely, they are more likely to invest in activities that improve their teaching, research, and service delivery. However, concerns about delayed promotions, favoritism, and inconsistencies in criteria have raised questions about the effectiveness of promotion policies in Nigerian universities (Ofoegbu & Alonge, 2016).

Promotion in academia typically involves a progression through academic ranks from Assistant Lecturer to Lecturer II, Lecturer I, Senior Lecturer, Associate Professor, and ultimately, Professor. This advancement is generally based on performance indicators such as research output, teaching effectiveness, community service, and administrative duties. According to Onah and Anikwe (2019), when promotion is merit-based and timely, it positively influences lecturers' morale, encourages scholarly productivity, and enhances their commitment to institutional goals.

However, in many Nigerian universities, promotion is often delayed due to bureaucratic bottlenecks, inadequate funding for research, and internal politics. These delays can result in dissatisfaction among academic staff, particularly those who have fulfilled the necessary requirements but are unable to progress due to institutional inefficiencies (Adebayo & Lawal, 2020). This lack of recognition and reward can negatively impact job performance, as lecturers may feel undervalued and demotivated.

Empirical studies have established a strong link between promotion and job performance. A study by Eze and Nwankwo (2021) found that timely and merit-based promotions significantly increase job satisfaction, research productivity, and student engagement among academic staff. The study also noted that when lecturers are assured of upward mobility based on performance, they are more likely to engage in high-quality research, publish in reputable journals, and provide effective mentoring for students.

Conversely, where promotion processes are seen as biased or influenced by non-academic considerations, lecturers may become disengaged. According to Okoro and Olatunji (2018), favoritism and nepotism in the promotion process can breed resentment among staff and lead to reduced collaboration, poor departmental morale, and even conflict. These conditions, in turn, undermine institutional harmony and affect overall educational quality.

Promotion also plays a critical role in academic leadership development. Senior academic staff often occupy key leadership positions such as Heads of Departments, Deans, and Directors of Research. Without a functional promotion system, the pipeline for grooming academic leaders is weakened, affecting decision-making and strategic planning in universities (Ajayi & Ekundayo, 2018). Moreover, lecturers who remain stagnant in their ranks due to flawed promotion systems may lose interest in professional development activities, thereby compromising the quality of instruction and academic discourse.

To improve job performance among Nigerian university teachers, there is a need for a more efficient and transparent promotion system. Institutions should ensure that clear criteria are communicated, and that staff are provided with opportunities and support—such as research grants and reduced teaching loads to meet promotion requirements. Automation of promotion processes and periodic reviews of performance benchmarks can help reduce delays and ensure fairness (Ogunyemi, 2020).

Promotion serves as a critical motivational factor that influences the job performance of university teachers in Nigeria. When properly implemented, promotion encourages academic excellence, fosters innovation, and strengthens institutional performance.

METHODOLOGY

Design of the Study

The study adopted a correlational research design. This design attempts to investigate the relationship between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength or direction of relationship between two or more variables and this direction could be negative or positive. Megan (2021) disclosed that, correlational design helps us understand the complex relationship between two different variables when measured in realistic settings.

Population of the Study

The population of the study consist of the three public universities located in Rivers State, namely: University of Port Harcourt (UNIPORT), Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). There were a total of 2985 lecturers from the three public universities in Rivers state. This consists of 1462 academic staff from University of Port Harcourt, 1099 staff from Rivers State University and 424 staff from Ignatius Ajuru University of Education.

Sample and Sampling Techniques

The sample for this study was 746 respondents; the respondents were stratified into male and female academic staff of the three universities in Rivers State. To achieve this, simple random sampling technique was used to select 398 academic staff from University of Port Harcourt, 296 from Rivers State University and 52 staff from Ignatius Ajuru University of Education. The 746 respondents selected represents 25% of the total population of 2985 lecturers from the three public universities in Rivers state.

Instrument for Data Collection

The instrument that was used for data collection was a self-constructed questionnaire titled “Conditions of service Questionnaire (CSQ) and Staff Job Performance Questionnaire (SJPQ). The instrument was divided into three sections: A, B and C. Section ‘A’ elicited responses on the demographic data of the respondents, section ‘B’ contained the questionnaire item sub-divided into the five research questions, while section ‘C’ elicited responses on Staff Job Performance. The instrument was structured using the modified 4-point Likert rating scale of Very High Extent (VHE) - 4points, High Extent (HE), - 3points, Less Extent (LE) - 2points, Very Less Extent (VLE) - 1 point. In scoring the questionnaire responses, the weighted point was added as $4+3+2+1=10/4= 2.5$. Thus 2.5 is the Criterion Mean. Therefore, the remark for any item below 2.5 was disagreed and any item above 2.50 was agreed.

Validation of the Instrument

The instruments for this study was subjected to face and content validation by the researcher’s supervisor and two other experts in Educational Management, Ignatius Ajuru University of

Education. Their corrections and comments were used to modify the instrument before administration of the instrument to the respondents.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, 20 copies of the questionnaire were administered to 20 respondents which were not part of the sample but part of the population. After two weeks, the same set of instruments were administered to the same respondents. The scores of the two sets of instruments were correlated using Pearson Product Moment Correlation to determine the reliability index of 0.892 and 0.834 respectively which was reliable for the study.

Method of Collection

The researcher administered 746 copies of the questionnaire instrument to the respondents with the help of three (3) trained research assistants who were trained on the modalities of administering instruments. The respondents were properly briefed on how to fill the instrument. They were pleaded with to attend to the research questions at the instance of administration to ensure maximum return rate. Those who were unable to complete the questionnaire at the instance of administration were visited after few days for their collection. However, due to the accessibility and availability on several visits to the respondents for collection, only 627 (84% rate) retrieval proportion were used for the analysis.

Method of Data Analysis

Mean and standard deviation statistics was used to answer the research questions and Pearson Product Moment Correlation was used to test the hypotheses at .05 level of significance. Statistical analysis was done using the statistical package of the Social Science SPSS version 25.

RESULTS

Answers to Research Questions

Research Question 1: To what extent does remuneration as a condition of service impact staff job performance in public universities in Rivers State?

Table 1: Mean and standard deviation of how remuneration as a condition of service impact staff job performance in public universities in Rivers State

s/n	Items	Mean	SD.	Decision
1.	Staff are given loans to boost, it helps their job performance in universities.	3.1808	1.28925	High Extent
2.	Duty tour allowances are paid to staff to enhance job performances.	2.9923	1.20806	High Extent
3.	The accommodations given to me encourages my job performances.	3.1308	1.22325	High Extent
4.	Welfare packages given to me encourages my job performances.	3.2500	.90633	High Extent
5.	Car loans, soft loans are given to teachers improve their job performance.	2.8269	1.20682	High Extent

6.	Amenities such as water, light provided for staff to enhance their job performances.	3.1769	.88283	High Extent
Grand Mean		3.0929	1.11942	High Extent

Table 1 presents the mean and standard deviation of responses concerning how remuneration, as a condition of service, impacts staff job performance in public universities in Rivers State. The overall result indicates that remuneration influences staff job performance to a high extent, as reflected in the grand mean.

Across all six items, respondents agreed that various forms of remuneration contribute positively to their job performance. Specifically, staff indicated that access to loans boosts their ability to perform effectively, with a mean score of 3.18. Similarly, the payment of duty tour allowances was acknowledged as a motivating factor, receiving a mean of 2.99. Accommodation provided by the universities was also seen as beneficial, with a mean score of 3.13.

Among all the items, welfare packages received the highest mean score of 3.25, showing that such incentives strongly encourage staff performance. Although car and soft loans had the lowest mean score (2.83), they still fell within the "High Extent" category, suggesting they remain a meaningful motivator. Lastly, the provision of basic amenities like water and electricity was positively rated (mean = 3.18), which indicates that these contribute significantly to job effectiveness.

The standard deviation values, while showing some variability, suggest that responses were generally consistent. Overall, the data (Mean = 3.0929) underlined that adequate and diverse forms of remuneration positively impact the performance of university staff in Rivers State. This highlights the importance of maintaining and improving staff welfare and incentive policies in public institutions.

Research Question 2: To what extent does job security as a condition of service impact staff job performance in public universities in Rivers State?

Table 2: Mean and standard deviation of how job security as a condition of service impact staff job performance in public universities in Rivers State

s/n	Items	Mean	SD.	Decision
7	Public universities are well fenced against intruders.	3.3115	.94596	High Extent
8	There are restiveness in community where my university is situated	3.1885	1.06500	High Extent
9	Cultist attack any university and destroy properties	3.3500	1.00414	High Extent
10	Staff are usually threatened by hoodlums in the communities	2.8769	1.29457	High Extent
11	Staff attend university in fear of being attacked by militants	3.2269	1.11087	High Extent
12	Staff have been kidnapped in my university.	2.6538	1.33391	High Extent
13	Security is guaranteed in my university	3.2385	1.09969	High Extent
Grand Mean		3.1208	1.12202	High Extent

Table 2 presents the mean and standard deviation of responses on how job security as a condition of service affects staff job performance in public universities in Rivers State. The grand mean indicates a "High Extent", suggesting that job security is a critical factor influencing how effectively staff perform their duties.

The responses reveal a general concern for security-related issues among university staff. For instance, respondents agreed to a high extent that universities being properly fenced (Mean = 3.31) contributes to their sense of safety and positively affects performance. Similarly, the

presence of cultist attacks on campuses had the highest mean score (3.35), highlighting it as a serious security issue with significant implications for staff well-being and job performance.

Other areas of concern include community restiveness (Mean = 3.19) and the fear of militant attacks (Mean = 3.23), both of which were rated highly by staff as factors impacting their ability to work confidently. The issue of hoodlum threats (Mean = 2.88) and kidnappings (Mean = 2.65), though slightly lower, still fall under the "High Extent" category, showing that such incidents are not uncommon and do affect staff performance. Interestingly, the statement "Security is guaranteed in my university" also received a high mean score (3.24), suggesting that while threats exist, some respondents still perceive efforts being made to ensure security.

The standard deviation values across the items show moderate variability, which indicates that while staff experiences may differ slightly, there is a consistent perception of security issues influencing their work.

The findings (Mean = 3.1208) suggest that job security, including protection from physical threats and violence greatly influences staff morale and performance. The consistent "High Extent" ratings across all items emphasized the urgent need for improved and sustained security measures in public universities in Rivers State.

Research Question 3: To what extent does promotion as a condition of service impact staff job performance in public universities in Rivers State?

Table 3: Mean and standard deviation of how promotion as a condition of service impact staff job performance in public universities in Rivers State

s/n	Items	Mean	SD.	Decision
14	Staff are promoted regularly	3.0154	1.14901	High Extent
15	staff promotion are reflected on their grade level	3.0115	1.16739	High Extent
16	staff promotion reflects on their salary	2.7346	1.26230	High Extent
17	staff are promoted quarterly years of services	2.9577	1.24357	High Extent
18	staff promotion are delayed some times`	3.0885	1.18707	High Extent
Grand Mean		2.9615	1.20186	High Extent

Table 3 shows the mean and standard deviation of responses on how promotion, as a condition of service, impacts staff job performance in public universities in Rivers State. The grand mean falls under "High Extent", indicating that promotion plays a significant role in motivating staff and enhancing their performance.

From the data, it is evident that most staff perceive the promotion process as having a meaningful effect on their job performance. For instance, the item "Staff are promoted regularly" has a mean of 3.02, suggesting that consistent promotion practices positively influence how staff approach their work. Likewise, the belief that promotions reflect on grade level (Mean = 3.01) supports the idea that visible career progression enhances job satisfaction and productivity.

The item regarding promotion reflecting on salary received a slightly lower mean of 2.73, yet still falls under the "High Extent" category. This may suggest that while promotions are expected to come with salary increases, some staff feel that financial benefits may not always be fully realized or consistent.

Furthermore, the notion that staff are promoted based on years of service (Mean = 2.96) and the acknowledgment that promotions are sometimes delayed (Mean = 3.09) also contribute to the perception that promotion systems impact job performance. The mention of delays, despite

being negative in nature, still received a high mean score, possibly reflecting its strong influence either as a motivator when promotions are timely, or a demotivator when they are delayed. The standard deviation values indicate a moderate spread in responses, implying that while opinions vary slightly, the overall perception is consistent.

In summary, the data (Mean = 2.9615) shows that staff view promotion as an important driver of job performance. When promotions are handled fairly, timely, and visibly both in rank and salary they help motivate employees, foster commitment, and improve overall productivity in public universities in Rivers State.

Test of Hypotheses

HO1: There is no significant relationship between remuneration as a condition of service and staff job performance in public universities in Rivers State

Table 4: Relationship between remuneration as a condition of service and staff job performance

		Staff job performance	Remuneration
Staff job performance	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	627	627
Remuneration	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	627	627

Data in Table 4 reveals a correlation coefficient of .522** between remuneration and academic staff job performance, indicating a significant relationship between remuneration and staff job performance. More so, the probability value .000 is less than the critical value .05, this shows that there is a moderate significant relationship between remuneration and staff job performance. This further implies that the positive correlation coefficient of .522 suggests that there is a significant relationship between remuneration and academic staff job performance. As remuneration increases, Staff job performance tends to improve.

HO2: There is no significant relationship between job security as a condition of service and staff job performance in public universities in Rivers State.

Table 5: Relationship between job security as a condition of service and staff job performance in public universities in Rivers State

		Staff job performance	Job Security
Staff job performance	Pearson Correlation	1	.232**
	Sig. (2-tailed)		.000
	N	627	627
Job security	Pearson Correlation	.032**	1
	Sig. (2-tailed)	.000	
	N	627	627

Statistical analysis in Table 5 revealed a correlation coefficient of .232** between job security and staff job performance, indicating that the correlation coefficient measures the strength and

direction of the relationship between two variables. This value indicates a very weak positive correlation between these two variables. The positive correlation coefficient of .232 with a p-value of .000 suggests that there is a significant relationship between staff job performance and job security. This means that staff who exhibit more job security behaviors tend to have better task performance. However, the correlation is quite strong, which indicates that the relationship is very strong.

HO3: There is no significant relationship between promotion as a condition of service and staff job performance in public universities in Rivers State

Table 6: Relationship between as a condition of service and staff job performance in public universities in Rivers State

		Staff job performance	Promotion
Staff job performance	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	627	627
Promotion	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	627	627

The data in Table 6 revealed a correlation coefficient of .650** between promotion and staff job performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between Staff job performance and promotion is .650. This value indicates a strong positive correlation between these two variables. The strong positive correlation coefficient of .650 with a p-value of .000 suggests that there is a significant relationship between promotion and staff job performance.

DISCUSSION OF FINDINGS

Extent remuneration as a condition of service relate with staff job performance in public universities in Rivers State

The SPSS output on Table 7 reveals a correlation coefficient of .522** between remuneration and staff job performance, indicating a moderate significant relationship between remuneration and staff job performance. More so, the probability value of .000 is less than the critical value of .05, this shows that there is a moderate significant relationship between remuneration and staff job performance. This further implies that the positive correlation coefficient of .522 suggests that there is a moderately strong positive relationship between staff job performance. As remuneration increases, Staff job performance tends to improve.

These results support the hypothesis that remuneration significantly influences staff job performance within the context of public universities in Rivers State. The positive correlation coefficients obtained across both analyses suggest that as remuneration levels increase, staff job performance tends to improve correspondingly. This aligns with established theories of employee motivation, which posit that adequate compensation serves as a key driver of engagement and productivity in the workplace (Herzberg, 1966 in Ololube, 2024).

Extent job security as a condition of service relate with staff job performance in public universities in Rivers State

The information in Table 8 revealed a correlation coefficient of .032^{**} between job security and staff job performance indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. This value indicates a very weak significant correlation between these two variables. The positive correlation coefficient of .032 suggests that there is a very weak significant relationship between Staff job performance and job security. This means that staff who exhibit more job security behaviors tend to have slightly better task performance. However, the correlation is quite weak, which indicates that the relationship is not very strong. Uzochukwu and Nwankwo (2021) agreed that job security is a crucial aspect of employee satisfaction and engagement, particularly within the academic sector where tenure and stability are highly valued. The presence of job security can foster a sense of stability and commitment among employees, thereby positively impacting their performance and overall well-being. However, the weak correlation observed suggests that while job security may contribute to staff job performance to some extent, its influence is relatively limited in public universities in Rivers State. In conclusion, while the findings indicate a positive association between job security and staff job performance, it is evident that other factors may play more substantial roles in shaping employee productivity and engagement within academic institutions. Future research may delve deeper into understanding the nuanced relationship between job security and staff job performance, considering additional variables that may impact employee behavior and performance in the academic setting (Eze & Okafor, 2022; Ololube, 2024).

Extent promotion as a condition of service relate with staff job performance in public universities in Rivers State.

The data in Table 9 revealed a correlation coefficient of .650^{**} between promotion and staff job performance, indicating that the correlation coefficient measures the strength and direction of the relationship between two variables. In this case, the correlation coefficient between Staff job performance and promotion is .650. This value indicates a strong positive correlation between these two variables. The strong positive correlation coefficient of .650 suggests that there is a significant and positive relationship between promotion and staff job performance. The findings underscore the significance of promotion as a motivating factor in enhancing staff job performance within the academic sector. The correlation coefficient of .000 suggests a substantial positive relationship between promotion and staff job performance, indicating that employees who perceive opportunities for career advancement are likely to demonstrate higher levels of engagement and productivity (Eze & Nwankwo, 2021). It is imperative to recognize the intrinsic link between promotion and employee motivation within the academic environment. Promotion serves not only as a recognition of individual merit and achievement but also as an incentive for continuous professional development and commitment to organizational goals. The positive correlation between promotion and staff job performance underscores the importance of transparent and merit-based promotion policies in fostering a conducive work environment characterized by employee growth and advancement (Ogunyemi, 2020).

CONCLUSION

In conclusion, the relationship between various conditions of service and staff job performance in public universities in Rivers State provides valuable insights into the complex interplay between organizational factors and employee effectiveness within academic settings. Through an in-depth analysis of remuneration, job security, and promotion, several key findings emerge, shedding light on the mechanisms that influence staff performance in these institutions. Remuneration emerges as a critical factor influencing staff job performance, with findings indicating a moderate to strong positive relationship between adequate compensation and employee productivity. The findings emphasized the multifaceted nature of conditions of service and their impact on staff job performance in public universities in Rivers State. Addressing these factors comprehensively, including remuneration, job security, and promotion arrangements, is essential for fostering a conducive work environment conducive to employee engagement, productivity, and overall organizational success within the academic sector. Moving forward, it is imperative for stakeholders to prioritize the optimization of these conditions to ensure the continued growth and excellence of public universities in Rivers State.

Recommendations

Based on the findings of this study, the researcher put forward the following recommendations:

- Public universities' management, in collaboration with the relevant government bodies should review and enhance remuneration packages to ensure they are competitive and reflective of employees' skills and contributions.
- University management should develop and implement transparent promotion policies that are based on merit, performance, and qualifications. This ensures fairness and encourages staff to strive for excellence.
- State government should collaborate to design and implement comprehensive job security programs to reassure staff to strive for excellence

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