

Influence of Job Security on Job Performance among Secondary School Teachers in Southwest, Nigeria

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Abstract

This study investigated the influence of job security on the performance of secondary school teachers in Southwest, Nigeria. The Descriptive survey research design was employed. The population consisted of teachers and principals from 2,262 public and 2318 private secondary schools in Southwest, Nigeria. The Multistage sampling procedure was used, Job security Questionnaire (JSQ) ($\alpha = 0.86$), Teachers Administrative Job Performance Questionnaire (TAJPQ) ($\alpha = 0.72$) and Teachers Instructional Job performance Questionnaire (TIJPQ) ($\alpha = 0.81$) was used for data collection. Results revealed that: there is a significant joint influence of job security indices (job advancement opportunities, participation in management and attractive remuneration). (Adjusted $R^2 = 0.808$, $F = (1601.069)$ $p < 0.05$) on teachers' job performance in secondary schools in Southwest, Nigeria; participation in management has the greatest relative influence on job performance ($B = 6.494$, $t = 13.403$, $p < 0.05$), followed by job advancement ($B = 0.384$; $t = 11.538$, $p < 0.05$), promotion opportunities ($B = 0.085$, $t = 1.779$, $p < 0.05$) and remuneration ($B = 0.052$; $t = 0.948$, $p < 0.05$). It was recommended that government and private school owners should establish clear policies and procedures for hiring, evaluating and retaining teachers.

Keywords: Job Security, Job Performance, Secondary School Teachers in Southwest, Nigeria.

Introduction

Job performance is the sum total of workers execution of assigned tasks. Job performance is seen as the overall behaviour in relation to a job. In addition, it assesses whether an individual performs a job well or not. In the school setting, the job performance of teachers is very vital in the attainment of school goals and objectives. As a result of the roles which teachers play in impacting the students, there is therefore a need to examine their job performance as it could affect students' academic achievement in the long run. Teachers Job Performance can be referred as to how well public and private secondary school teachers are able to carry out their basic instructional and administrative job duties in compliance or conformity with the stated decisions rules and directives issued by a superordinate or by the demand of the job (Agu, 2021). According to the context of the study teachers job is divided into instruction and administration. Teachers' instructional job performance include quality delivery of lessons, adequate planning of lesson notes/plans, improvisation and effective employ of instructional materials, proper monitoring and evaluation of students' performance and providing regular feed-back on students' performance.

Teachers' administrative job performance include – admitting, classifying and registering students, collecting money, chasing absences, analyzing attendance data, participating in students' welfare services, keeping records adequately, bulk photocopying, copy typing, producing standard letters, producing class lists, filing, analyzing attendance data, invigilating examinations, processing examination results, collating students' reports, quality discipline of students (Ayeni, (2017); Wardani, Gunawan, Kusumaningrum, Benty, Sumarsono, Nurabadi, Handayami, Ubaidillah & Maulina, 2020).

Educational system which invariably impacts more stress on the teachers which consequently makes them handicapped in meeting with

all their duties. Even amongst few teachers employed, some seem not to be given attractive remuneration and promotion opportunities instead more work is heaped on them as they are made to even more classes which could be beyond their capabilities. This may be affecting amongst many teachers at their job in southwest, Nigeria. There is therefore need to address this problem. Apart from the fact that literatures show paucity of studies on the combined influence of job security on teachers' job performance which is a justification for this study, the moderating influence of school type on the relationship is also scarce. This study therefore, also examines the moderating role of school type on job security as it affects teachers' job performance in secondary schools in southwest, Nigeria.

There are various ways of measuring ways of measuring teachers' job security in public and private secondary schools. They include job advancement and promotional opportunities, good work circumstances, participation in management, career training and development opportunities and attractive remuneration (Laitech & Nguyen 2021). This study sought to examine three important indices of teachers' security – Job advancement and promotion opportunities, participation in management and attractive remuneration. Pachucki and West (2020), opined that job advancement opportunities can have a positive impact on the job performance of teachers were on the view that teachers who perceived that they had opportunities for advancement within their school distinct were more motivated to perform well in their current job. Hanushek and Rukin (2020), also opined that good security can provide teachers with the stability and support they need to focus on their work and perform to the best of their ability.

It is important for teachers to have a healthy work life balance and to feel supported in their roles in order to be able to effectively serve their students and contribute to the education system.

Participation in management is the direct involvement of secondary school teachers in school governance, which includes participation in decision making, designing methods and objectives. It also refers to as

an inclusive governance system that empowers teachers to participate in the daily functions and policy- making processes in the school. Harris Jones and Reid (2018) viewed that teachers who were actively involved in decision making processes at their schools were more motivated to perform well in their roles. Ogawa and Kardaras (2019) opined that teachers who participated in school leadership opportunities had higher level of job satisfaction and reported feeling more effective in their roles.

Remuneration are rewards, incentives, welfare packages like bonuses and allowances and other forms of benefits that are given to teachers at their workplaces, especially as it accrues to them. In services and profit oriented organisations such as educational institutions, employee welfare packages includes wage and salary programmes, structures accruing from job descriptions, merit based programmes, bonus based programmes among others. Spillane and Diamond (2020), were of the view that teachers who were satisfied with their pay were more likely to be motivated to perform well in their jobs. Podgursky and Chlert (2019), opined that raising teacher salaries was associated with higher student achievement and teachers who were paid more were likely to report higher levels of job satisfaction and were less likely to have their current position.

Advancement and promotion opportunities are important factors as well. These refer to a higher position that involves both increase in wages and status, hence promotion can be seen as feedback that workers have performed well.

Another factor that could influence teachers' job performance is job security. Job security is the probability or confidence that a public and private secondary school teacher will keep his or her job for a long period of time that is, he/she is free from the fear of being dismissed from his/her present employment or simply job loss. Jobs which are not backed by indefinite contract or cannot be guaranteed for a reasonable period of time are deemed to lack job security. Furthermore, it was noted that the concept of job security influencing job performance swings on

a two-way pendulum, there exist assertions that job security reduces the zeal and motivation of the public and private secondary school teachers and thus decrease their performance. This results from a laxity that develops amongst them as a result of the assurance of the jobs that they possess. Teachers who face perceived and real threats to their jobs are likely to put in more efforts to perform better with a view to securing their jobs; also, some others might be overwhelmed and may not perform efficiently and rather be seeking for employment elsewhere.

There are several indicators or measures of job security. A study noted that job security elements include: job advancement and promotion opportunities, good work circumstances, participation in management, career training and development opportunities and attractive remuneration.³² This study considers - job advancement and promotion opportunities, participation in management, and attractive remuneration. Job advancement and promotion opportunities has to do with the advancing or promoting teachers at their job as at when due without any form of injustice.

Public and private secondary teachers are important agents that help learners gain knowledge, reach their highest potential, become responsible citizens and man-power for the nation's economic and industrial sector. Public and private secondary teachers therefore play a critical assignment in the lives of students, but over the years teaching seems to become increasingly stressful as many teachers' workload and job demand are rising with little or no job security. The government and other school owners seem to be recruiting fewer teachers into the educational system which invariably impacts more stress on the teachers which consequently makes them handicapped in meeting with all their duties. Even amongst the few teachers employed, some of them seem not to be given attractive remuneration and promotion opportunities instead more work is heaped on them as they are made to even teach more classes which could be beyond their capabilities. This may be affecting the performance amongst many teachers at their job in Southwest, Nigeria. There is therefore need to address this problem.

Apart from the fact that literatures show paucity of studies on the combined influence of workload and job security on teachers' job performance which is a justification for this study; the moderating influence of school type on the relationship is also scarce. This study therefore, also examines the moderating role of school type on workload and job security as predictors of teachers' job performance in secondary schools in Southwest, Nigeria.

In today's competitive society, public and private secondary schools are in need of teachers who can perform their instructional and administrative job duties well since they are one of the most important stakeholders in the educational system of any nation. However, despite the importance of teachers' job performance in realization of educational goals, it has been observed by the researcher that the quality of teachers' job performance in many public and private schools in Southwest, Nigeria has been put in doubts in recent times as it seems that these teachers do not perform their job well. There is therefore need to address this problem. This study therefore, also examines the moderating role of school type on job security as it affects teachers' job performance in secondary schools in Southwest, Nigeria.

Objectives of the Study

- i. Identify the status of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) of teachers in secondary schools in southwest, Nigeria;
- ii. Ascertain the joint contribution of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria;
- iii. Examine the relative influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria; and

- iv. Determine the school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria.

Methodology

The study employed the descriptive survey research design type where the variables cannot be manipulated. The study's population included all teachers and principals in public and private secondary schools in Southwest, Nigeria. As of the time of this study, there were two thousand, two hundred and sixty-two (2,262) public and two thousand, three hundred and eighteen (2,318) private secondary schools in the six states of south-western Nigeria. In these schools, there are fifty-six thousand eight hundred and twenty-seven (56,827) teachers in the public schools, while there are forty-six thousand, two hundred, and forty-eight (46,248) teachers in the private schools. In all, the population of this study comprises four thousand five hundred and eighty (4,580) principals and one hundred and five thousand and seventy-five (105,075) teachers.

The Multistage sampling procedure which consists of several sampling methods, was employed to sample a fraction of the population. At stage one, all six states in southwest Nigeria were grouped into three strata based on proximity, in other words, Osun and Oyo States form a stratum; Ondo and Ekiti States form a stratum while Lagos and Ogun States also form a stratum after that, Simple Random Sampling Technique was used to select one state from each stratum. The three selected states which are Ogun, Ondo and Oyo States have one thousand two hundred and sixty six (1,266) principals and thirty five thousand nine hundred and eighty two (35,982) teachers in public secondary schools. It was also revealed that there are one thousand two hundred and sixteen (1,216) principals and twenty four thousand three hundred and sixty five (24,365) teachers in private secondary schools.

At stage 2, schools were sampled from the senatorial districts of the sampled states, using formulated criteria. In other words, public

secondary schools with a forty-year existence or longer and not fewer than sixty teachers were chosen, whereas private secondary schools with a twenty-five-year existence or longer and not fewer than forty teachers were chosen. This is due to the fact that the researcher assumed that these schools have been operating for a substantial time frame and are likely to have experienced principals and teachers who will be able to provide pertinent information to accomplish the study's goals. This gives one hundred and seventy eight (178) chosen from the 1,266 public secondary schools, while one hundred and twelve (112) were chosen from the 1,216 private secondary schools.

At the third stage, Taro Yamane formula of sample size determination², $n = N / (1 + N(e)^2)$ was used to decide the sample size in each sampled school. In this formula, 'n' depicts the sample size, 'N' depicts population of the study while 'e' depicts margin error (0.05). At stage four, Simple Random Sampling Technique was used to pick the respondents based on the determined sample size in each senatorial district. This gives two thousand one hundred and ninety five teachers (2,195) and one hundred and seventy eight (178) principals, one thousand six hundred and sixty five (1,665) teachers from public secondary schools and one hundred and twelve (112) teachers from the private secondary school in the study area.

Research Instruments

The instruments that were used to collect data for the study are three self-designed questionnaires and interviews. The questionnaires are titled – “Workload and Job Security Questionnaire (WJSQ)”, “Teachers' Administrative Job Performance Questionnaire (TAJPQ)” and “Teachers' Instructional Job Performance Questionnaire (TIJPQ)”. These instruments are described below:

Job Security Questionnaire (JSQ)

This Section C was designed to examine the status of job security of the teachers using three indices which are: job advancement and promotion, participation in management and attractive remuneration. It also

consists of fifteen (15) well-structured items of which five (5) items each belong to the three indices respectively. The rating technique is as follows: Very High Level (VHL) = 4 High Level (HL) = 3 Low Level (LL) = 2 Very Low Level (VLL) = 1

Research Questions

1. What is the status of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) of teachers in secondary schools in Southwest, Nigeria?

Hypotheses

H₀₁: There will be no significant joint influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria;

H₀₂: There will be no significant relative influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria;

H₀₃: There will be no significant school type difference (public and private) in teachers' job security on secondary schools in Southwest, Nigeria.

Table 1: Level of Job Security (Job Advancement and Promotion Opportunities, Participation in Management and Attractive Remuneration) of Teachers in Private Secondary Schools in Southwest, Nigeria.

S/N	Items	At all Times	Sometimes	Rarely	Never	Mean	Std
1	Working at my school gives me an opportunity for more training and learning	44 (3.1%)	189 (13.3%)	1122 (79.1%)	63 (4.4%)	2.15	0.528
2	My school gives me opportunities to develop new skills	44 (3.1%)	15 (1.1%)	421 (29.7%)	938 (66.1%)	1.41	0.671
3	My school's internal system of promotion is fair enough	30 (2.1%)	15 (1.1%)	782 (55.1%)	591 (41.7%)	1.64	0.616
4	My promotion comes with raise in pay	172 (12.1%)	114 (8.0%)	692 (48.8%)	440 (31.0%)	2.01	0.936
5	I am promoted as and when due	100 (7.1%)	15 (1.1%)	643 (45.3%)	660 (46.5%)	1.69	0.812
6	I have a chance to participate in designing work methods in my school	83 (5.9%)	118 (8.3%)	505 (35.6%)	712 (50.2%)	1.70	0.854

7	I have a chance to participate in designing work objectives in my school	44 (3.1%)	140 (9.9%)	443 (31.2%)	791 (55.8%)	1.60	0.790
8	I am allowed to participate in decision-making	29 (2.0%)	643 (45.3%)	746 (52.6%)	00	1.51	0.611
9	I am involved in designing my school curriculum	238 (16.8%)	154 (10.9%)	313 (22.1%)	713 (50.3%)	1.94	1.131
10	I am allowed to participate in board / management meetings at my school	105 (7.4%)	90 (6.3%)	243 (17.1%)	980 (69.1%)	1.52	0.906
11	My job gives me a decent social status	66 (4.7%)	15 (1.1%)	646 (45.6%)	691 (48.7%)	1.62	0.733
12	My job provides me with all required benefits	91 (6.4%)	619 (43.7%)	708 (49.9%)	00	1.63	0.787
13	I have a reasonable and a stable income	114 (8.0%)	222 (15.7%)	636 (44.9%)	446 (31.5%)	2.00	0.891
14	Salaries and yearly allowances are controllable by a fair and just interior system	15 (1.1%)	15 (1.1%)	875 (61.7%)	513 (36.2%)	1.67	0.553
15	My job gives me material and moral incentives	15 (1.1%)	567 (40.0%)	836 (59.0%)	00	1.42	0.515

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level.

Items one and two were designed to assess the level of job advancement as an index of job security in private secondary schools in Southwest, Nigeria. Result obtained showed that schools gives low opportunities for more training and learning ($\bar{x} = 2.15$) while there is very low level opportunities to develop new skills ($\bar{x} = 1.41$). Items three to five were structured to determine the level of promotion opportunities as an index of job security among private secondary school teachers in Southwest, Nigeria. Result obtained showed that there was very low level of fair internal system of promotion ($\bar{x} = 1.64$) and promotion as and when due ($\bar{x} = 1.69$) while is low level of promotion coming with a rise in pay (\bar{x}

= 2.01). Furthermore, items six to ten were designed to determine level of participation in management as an index of job security among public secondary school teachers in Southwest, Nigeria. Result obtained revealed that there are very low levels.

Table 2: Level of Job Security (job advancement and promotion opportunities, participation in management and attractive remuneration) of Teachers in Public Secondary Schools in Southwest, Nigeria.

S/N	Items	At all Times	Sometimes	Rarely	Never	Mean	Std
1.	Working at my school gives me an opportunity for more training and learning	1276 (58.3%)	748 (34.2%)	110 (5.0%)	54 (2.5%)	3.48	0.706
2.	My school gives me opportunities to develop new skills	924 (42.2%)	814 (37.2%)	450 (20.6%)	00	3.22	0.762
3.	My school internal system of promotion is fair enough	814 (37.2%)	814 (37.2%)	418 (19.1%)	142 (6.5%)	3.05	0.906
4.	My promotion comes with raise in pay	814 (37.2%)	572 (26.1%)	660 (30.2%)	142 (6.5%)	2.94	0.964
5.	I am promoted as and when due	924 (42.2%)	462 (21.1%)	572 (26.1%)	230 (10.5%)	2.95	1.050
6.	I have a chance to participate in designing work methods in my school	836 (38.2%)	758 (34.6%)	594 (27.1%)	00	3.11	0.801
7.	I have a chance to s in designing work objectives in my school	946 (43.2%)	660 (30.2%)	528 (24.1%)	54 (2.5%)	3.14	0.868
8.	I am allowed to participate in decision-making	484 (22.1%)	1232 (56.3%)	472 (21.6%)	00	3.01	0.661
9.	I am involved in designing my school curriculum	638 (29.2%)	792 (36.2%)	528 (24.1%)	230 (10.5%)	2.84	0.963
10.	I am allowed to participate in board / management meetings at my school	638 (29.2%)	1078 (49.3%)	330 (15.1%)	142 (6.5%)	3.01	0.838

11. My job gives me a decent social status	858 (39.2%)	704 (32.2%)	550 (25.1%)	76 (3.5%)	3.07	0.882
12. My job provides me with all required benefits	968 (44.2%)	1012 (46.3%)	172 (7.9%)	36 (1.6%)	3.33	0.691
13. I have a reasonable and a stable income	968 (44.2%)	682 (31.2%)	418 (19.1%)	120 (5.5%)	3.14	0.913
14. Salaries and yearly allowances are controllable by a fair and just interior system	748 (34.2%)	880 (40.2%)	440 (20.1%)	120 (5.5%)	3.03	0.873
15. My job gives me material and moral incentives	858 (39.2%)	462 (21.1%)	660 (30.2%)	208 (9.5%)	2.90	1.032

Weighted Mean 3.08 0.861

Source: Fieldwork survey, 2022

Criterion Mean = 2.50

*****Threshold:** mean value of 1.0-1.99 = Very Low Level; 2.00-2.49 = Low Level; 2.50-2.99 = High Level; 3.0- 4.00 = Very High Level.

Result obtained showed that schools gives very high opportunities for more training and learning ($\bar{x} = 3.48$) and opportunities to develop new skills ($\bar{x} = 3.22$). Items three to five were structured to determine the level of promotion opportunities as an index of job security among public secondary school teachers in Southwest, Nigeria. Result obtained showed that there was very high level of fair internal system of promotion ($\bar{x} = 3.05$). However, the result also revealed that there were high levels of promotion coming with raise in pay ($\bar{x} = 2.94$) and promotion as and when due ($\bar{x} = 2.95$). Furthermore, items six to ten were designed to determine level of participation in management as an index of job security among public secondary school teachers in Southwest, Nigeria.

Hypotheses One: there will be no significant joint influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria;

Table 3: Model Summary and Coefficients of Multiple Regression Analysis of the joint influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.899	.808	.808	1.585		
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24138.928	6	4023.155	1601.069	.000
	Residual	5731.680	2281	2.513		
	Total	29870.608	2287			

- Dependent Variable: Job Performance
- Predictors: (Constant), Remuneration, Job Advancement, Participation in Management, Promotion Opportunities

F-value is significant at $P < 0.05$

Source: Field Work, 2022

Table 3 shows that there is a high significant joint influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria. (Adjusted $R^2 = 0.808$), ($F = 1601.069$; $p < 0.05$). This clearly indicates that the model 1 represents a good fit of the data. The model summary values ($R = 0.899$; $R^2 = 0.808$; Adjusted $R^2 = 0.808$) reveal a high multiple correlation between the IV and DV ($R = 0.899$) and the independent variables predict significant of job performance (Adj. $R^2 = 0.808$). This implies that 80.8% variation in the teachers' job performance (dependent variable) can be explained by the independent or criterion variables job security (job advancement and promotion opportunities, participation in management and attractive remuneration). The remaining 20.0% may be due to other factors that

were not considered in this study. The null hypothesis is therefore rejected.

Hypotheses Two: There will be no significant relative influence of job security (job advancement and promotion opportunities, participation in management and attractive remuneration) on teachers' job performance (instructional and administrative) in secondary schools in Southwest, Nigeria.

Table 4: Model Summary and Coefficients of Multiple Regression Analysis of the relative influence of Workload (Working Time and Class Size) and Job Security (Job Advancement and Promotion Opportunities, Participation in Management and Attractive Remuneration) on Teachers' Job Performance (Instructional and Administrative) in Secondary Schools in Southwest, Nigeria.

Coefficients					
Model	Standardised				
	Unstandardised Coefficients		Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	2.967	.217		13.655	.000
Job Advancement	.917	.080	.384	11.538	.000
Promotion Opportunities	.105	.059	.085	1.779	.000
Participation in Management	.437	.033	.494	13.403	.000
<u>Remuneration</u>	<u>.042</u>	<u>.045</u>	<u>.052</u>	<u>.948</u>	.000

F-value is significant at $P < 0.05$

Source: Field Work, 2022

Table 4 presents the coefficient of Multiple Regression for the relative influence of the indices of job security (job advancement and promotion

opportunities, participation in management and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria. Result obtained revealed that working time has the highest relative influence on the dependent variable (job performance) ($\beta = 1.063$; $t = 36.933$, $p < 0.05$). This was followed by participation in management ($\beta = 0.494$; $t = 13.403$, $p < 0.05$), job advancement ($\beta = 0.384$; $t = 11.538$, $p < 0.05$), promotion opportunities ($\beta = 0.085$; $t = 1.779$, $p < 0.05$) and remuneration ($\beta = 0.052$; $t = 0.948$, $p < 0.05$).

H₀₃: There will be no significant school type difference (public and private) in teachers' job performance in secondary schools in Southwest, Nigeria.

Table 5: t-test Analysis of the School Type Difference (Public and Private) in Teachers' Job Performance in Secondary Schools in Southwest, Nigeria

One-Sample Statistics

	N	Mean	Std. Error	Std. Deviation	Std.
Public	2188	3.81	.400	.009	
Private	1418	2.72	.830	.022	

One-Sample Test
Test Value = 0

Table 5 depicts school type difference (public or private) in the job security of secondary school teachers in Southwest, Nigeria using t-test statistic. The table shows the mean (standard deviation) value of public secondary school teachers to be 3.81 (0.400) and that of private secondary schools 2.72 (0.830). The significance level for the t= test is $P < 0.05$ or 0.000. This means that there exist a wide gap between the job security of public and private secondary school teachers in Southwest, Nigeria. The null hypothesis which states that there will be no

significant school type difference (public and private) in teachers' job security in secondary schools in Southwest, Nigeria was rejected. It was further revealed in the result that public secondary school teacher's job security contribute more to the observed differences. (Public M= 0.400, Private M= 0.830).

Discussion of Findings

The research question that asked to determine the status of job security (job advancement and promotion opportunities participation in management and attractive remuneration) of teachers in secondary schools in Southwest Nigeria was analysed. The results obtained through the analyzed instruments revealed that the level of job security in public secondary schools in Southwest Nigeria in terms of job advancement, promotion opportunities, participation in management, and attractive remuneration is very high as opposed to that in private secondary schools, which is very low.

It is evident that job advancement opportunities can have a positive impact on the job performance of teachers. A study found that teachers who perceived that they had opportunities for advancement within their school district were more motivated to perform well in their current job. (Pachucki & West, 2020). Similarly, a study found that teachers who had access to professional development opportunities which can be a form of job advancement, had higher levels of job satisfaction and were more likely to stay in their current position (Fan & Chen, 2020). These findings suggest that providing teachers with opportunities for advancement can have a positive effect on their job performance.

In terms of promotion, a study found that teachers who were promoted to leadership position had higher levels of job satisfaction and were more motivated to perform well in their new roles.

In similar vein, a study published found that teachers who were promoted to positions of leadership reported higher levels of efficacy and job performance (Chingos & Whitehurst, 2019).

These findings suggest that promotion can be associated with improved job performance among teachers.

In terms of participation in decision making process, it was found that participation in school management can have positive impact on teachers' performance. For instance, it was found that teachers who were actively involved in decision process at schools were more motivated to perform well in their roles (HarrisJones &.Reid, 2018). It was also discovered that teachers who were satisfied with their pay were more likely to stay in their current positions implying that they were also more likely to be motivated to perform well in their jobs. (Spillane & Diamond, 2020).

Hypotheses one was tested to ascertain the significance of the joint and relative influence of job security (job advancement and promotion opportunities participation in management and attractive remuneration) on teachers job performance in secondary schools in South, Nigeria. The result also revealed a significant relative influence of job security, job advancement and promotional opportunities, participation in management, and attractive remuneration on teachers' job performance.

This result implies that job security can have a significant influence on the job performance of teachers in Nigeria. Good job security, can provide teachers with the stability and support they need to focus on their work and perform to the best of their ability. (Hanushek & Rivkin, 2020). It is important for teachers to have a healthy work life balance and to feel supported in their roles in order to be able to effectively serve their students and contribute to the education system.

Conclusion

Based on the findings of the study, the following conclusions were made:

There is a very high rate of employment security work developments and promotional prospects, participation in management and attractive compensation in public secondary school teachers in Southwest, Nigeria but private secondary school teachers have a low level of employment

security. There is a significant joint influence of job security (job advancement and promotion opportunities, participation in management, and attractive remuneration) on teachers' job performance in secondary schools in Southwest, Nigeria.

Recommendations

- 1) There is a need for the provision of ongoing professional development opportunities for teachers in Nigeria. This will give them ongoing opportunities to learn new teaching methods and strategies for the job performance. This could include workshops courses or online training.
- 2) Government and private school owners are advised to establish clear policies and procedures for hiring, evaluating, and retaining teachers. Having clear policies in place can help to ensure that teachers are treated fairly and consistently.
- 3) Private school owners should work on ensuring the job security of their teachers. Teachers who feel secured in their job are more likely to be motivated and engaged in their work. School owners and administrators can support job security by establishing clear policies and procedures for hiring, evaluating, and retaining teachers and by providing ongoing professional development opportunities.
- 4) There is a need for government and school administrators to communicate regularly with teachers. Regular communication with teachers can help identify any concerns or issues related to job security and can also be a way to provide support and guidance.
- 5) There is a need for government and private school owners to recognize the value of teachers and take steps to support and retain them. This can contribute to their job performance and overall quality of education.

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