

Promotion and Teacher's Performance in Rivers State.

Oluoma, Amalala Neberi, Anele, Kinikawo
Wordu, Steve

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ABSTRACT

There is a prevailing impediment on teacher's promotion, which poses threat in the survival of the primary and secondary education sector in Nigeria. This problem propelled the researcher to examine the relationship between Promotion and Teachers Performance in public primary and secondary schools in Rivers State. The study adopted the Adam J. Stacey theory of equity; A Cross-sectional research design was adopted. A sample size of 393 was used for the study, derived from the Taro Yemen simplified formula, and 271 questionnaires was found to be valid in data collection when analyzed. The respondents comprised of Staff of Rivers State Senior Secondary Schools Board and Rivers State Universal Basic Education Board and are the likes of teachers in Rivers State. Promotion Stagnation, and Teachers Output, Teachers Absenteeism, instrument was used. The instrument was validated by expert and senior lecturers in social sciences, the reliability of the instrument was established using the Cronbach's alpha reliability test indices to determine the reliability of the instrument. Data obtained was from 271 copies of questionnaire analyzed using the Spearman Rank Correlation statistic. The result revealed that "Promotion Stagnation, has a significant relationship with Teachers output to Work and Teachers Absenteeism in primary/secondary schools in Rivers State. The study recommends that the government should ensure that Teachers' Promotion become a top priority to the educational development for effective performance, because these variables are catalyst to "stagnation", which the education sector is plagued with today. Also, government taken these measures into consideration would help to cushion the effect on teachers as to enhance their performance, commitment and getting satisfied with their jobs by discharging quality service in their respective schools.

Keywords: Promotion, Teachers' performance, Teachers Output, Teachers Absenteeism

I. INTRODUCTION

Education is the foundation of a society's growth, and one of the main sectors driving the economy of a country. Teachers' instrumentality in updating instructional objectives is unavoidable. Therefore, employers can promote teacher promotion as a motivating mechanism to facilitate the efficient delivery of education programs in Nigerian public schools. This would bring benefit to society in the long term. Thus, promotion may be described as an upward progression of an employee to another position in a company that would command better pay/wages, better status/prestige, higher opportunities, challenges and responsibilities, a better atmosphere, work hours and facilities. Nevertheless, deflation promotion has become a pattern problem in the primary and secondary school sectors, which have undermined Nigerian teaching career.

Stakeholders and governments at all levels (Federal, State and Local Governments) must work synergistically to curb the prevailing pattern. Amaka (2013) states that promotional stagnation is the absence of progression from a lower to a higher stage in the careers of employees, combined with stagnating wages, allowances, qualifications and experience. In the past, teachers were highly regarded, esteemed and frequently seen as role models and elites in the front line, whose positions in building nations were pivotal. Obanya (2009) stated that stagnation in the promotion of teaching and inspiration has led to recent setbacks in Nigeria. Currently, the word teaching is an all-comers profession, where all sorts of individuals see career prospects as the last choice because of their low society image and wage structure (lawal 2000). In addition, unlike their counterparts elsewhere in the world, Nigerian teachers are the worst paying of all professionals despite the country's indispensability for teachers (Victory, 2012). Teachers have greater impact on the futures of the nation's young people than any other specialist community. In order to maximize

efficiency and results, teacher wellbeing packages can therefore be improved.

Owusu (2004) noted that the teaching profession in Nigeria was weakened because of the lack of promotion, and he further said that the government no longer considers teachers in promotional matters. In the same vein, the 1999 Nigeria National Constitution as amended (2010) is in accordance with Adelabu (2008) who made it plain that, in every 3 years, all Nigerians, working in any recognized institution should be evaluated to improve results. However, for over ten years, the job situation of teaching profession in primary and secondary schools in Rivers state has been abysmally bad and adverse to overall result.

Without the teachers' participation, the education sector cannot succeed. The incompetence of labor employers, particularly of the state government in supporting teachers and paying entitlements, greatly contributed to Nigeria's declining education level in elementary and secondary schools. This further degenerates into numerous unethical habits of public school teachers in Nigeria, including bad job attitudes, lack of patriotism, absenteeism, early departure from working hours, and examination violence. Consequently, pupils and university students in internal and external exams have been adversely affected by these questions, including the regular promotional tests such as the First School Leaving Certificate (FLSC), the West African Examination Council (WAEC), the National Examination Council (NECO). The research also conducted by Baru (2008), Adelabu (2008), and Salami (2010) on the impact of no promotion on public servants, in particular teachers, suggested steps for ending such threats. Amaka (2013), Obanya (1989) and Itubo (2018) attributed cause stagnation promotion to governmental authorities' failure to prioritize teacher welfare, high private class sponsorship to the detriment of primary and secondary public schools.

Looking at the conclusions and suggestions of the above researchers, the researcher noted that the problems of stagnation in the promotion of teachers remain unresolved. The researcher also noticed that the above scholars used quantitative research to analyze their study, and this made it indebted for further studies and allows the researcher to fill a void by adopting strategic variables to prevent promotional stagnation which other scholars did not pay due consideration to give the reason to investigate teacher stagnation of promotion as it affects both primary and secondary schools in Rivers state.

The aim of the study is to determine the relationship between promotion and teachers performance in Rivers State. The specific objectives of the study are to:

- i. Examine the relationship between promotion stagnation and teacher's output to work in Rivers State.
- ii. Examine the relationship between promotion stagnation and teacher's absenteeism to work in Rivers State.

This research would be essential for governmental authorities, industry and institutional management in Nigeria. The research provides an understanding about how promotion can be used to inspire and enhance employees to serve in organizations. It is therefore helpful for public authorities, individuals, organizations, teachers, researchers, etc. to be equipped for the unforeseen existence of the world in which we work.

The study includes promotion and teachers' performance in Rivers state. Promotion and teachers performance were analyzed from promoting stagnation, poor pay and work output for teachers and absenteeism. The research also discussed teacher health facts at primary and secondary levels and how such problems impact success in the state of Rivers. The analysis was carried out in an operational capacity utilizing Rivers State Senior Secondary Schools Board (RSSSB) and Rivers State Universal Basic Education teachers (RSUBEB).

II. LITERATURE REVIEW

At present, both the employer and employees in the Nigerian educational sector face difficulties in promoting teachers. Employers face the challenge of evaluating competitive processes involving multiple workers, while employees face the challenge that is not advertised (Jean, 2014). Today most systems in the company have evolved from what they used to be. The organization of work and important personnel appear to have affected various factors; one of these is "stagnation." Promoting job stagnation is a lack of improvement in career progress and a reduction of the rate of education that leads to a feeling of depression and loss Needle (2000). In the same vein, Dessler (2008) suggested that the lack of accountability, honesty, unfairness, arbitrariness and confidentiality would lessen the efficiency of teaching.

Theoretical Framework

There are motivational theories that can be applied at both human and organizational levels. The research, though, followed the principle of

equity (Adams J. Stacey, 1963 and Victor Vroom's Expectancy theory) and adopted the theory of equity in Adam Stacey with limited use.

III. METHODOLOGY

The design of this analysis is the cross-sectional examination of the quasi-experimental design, because the test aspect is not controlled by the researcher. It is an example of how the relationship between numbers of variables is examined (Baridam, 2001, Anyawu 2000). This thesis looked at the relationship between teaching and promotion in the state of Rivers. Questionnaire was used as a measurement tool conducted directly. The thesis centered on elementary and high schools in the state of Rivers. The study has consisted of two boards, the Rivers State Senior Secondary Schools Board (RSSSB) and the State Universal Basic Education Commission (RSUBEB). The field of research is located in Rivers state to assess the relationship between promotion and teachers in the state of Rivers.

The research population was based on university employees of the two boards of the State Ministry of Education of Rivers. Currently, each board has its own employees. The National Universal Basic Education Board of the Rivers has 15,954 teachers, while the RSSSB has 7,619 teaching personnel (2019). The cumulative number is 23,573 employees. (Teacher promotion however has a harrowing effect on the learning and success of students).

The sample size (393) was taken from 23,573 people. The research employed a basic random sampling method, the samples therefore consisted of two (2) departments each drawing from the study population of the Rivers State Ministry of Education's two separate boards. The sample size (393) was taken from the population using the formulation Taro-Yamane (1987).

It is mentioned as:

Where n = sample dimensions

e = degree of meaning

N = scale of population

The sample size for the analysis is then determined using the Taro Yamane Formula (393).

Data Collection Method

The research data is obtained from primary and secondary sources.

Primary Source

The researcher provided the main source of knowledge by giving the respondents the questionnaire to obtain vital information that would be useful to the analysis.

Secondary Sources

The secondary sources of information are, however, journals on the related analysis of the promotional and teacher results, and details from the Rivers State Senior Schools Board (RSSSB) and the Rivers State Universal Basic Education Board (RSUBEB) PH Rivers State preparation, studies, and statistics department. The explanation and reasoning for this decision is that the RSSSB/SUBEB boards set up the database for primary and secondary education programs in the State of Rivers Nigeria.

Instrument for datacollection

The thesis aimed to establish the relationship between promotion and teacher performance in the state of Rivers. The Researcher developed and administered a self-administered questionnaire to teachers in their respective schools, updated by 4-point Likert ranking ranging from 4 = Strong agreement, 3 = agreement, 2 = strong disagree and 1 = disagree, and divided this tool into three parts A, B and C. Section A would include demographic considerations, while Section B will include four questions and Section C would also include four questions to clarify the partnership between promotion and teachers in Rivers state.

Validity of the Research Instrument

Validity is a very critical concept for evaluating the instruments of study (Baridam, 2008). Validity, otherwise known as relevance, is described as the measurement of what the test tests. The validity and durability of the measurement device are assessed by its selection certification. Following a deliberate collection of objects, versions of the questionnaire were submitted to supervisors and other social scientist specialists to examine the material to determine if it tests what it needs to test. The specialists and managers have also duly incorporated contributions and improvements into the final edition of the instrument.

Reliability of the Research Instrument

The alpha co-efficient test method for reliability measurement of the Cronbach was implemented in this research. Even, if the value of the measuring device is above 0.7, the measuring device indicates that it is accurate. Nunally (1987).

Methods of Data Analysis

The statistics package for the social sciences used to analyze the relationship between predictor and criterion variables in this analysis (SPSS). The Spearman Rank Order Correlation Coefficient (SPSS) is often used to evaluate the studied variables. This analysis is suitable because the instrument includes a parametric study which tests the relationship between the predictor and criterion variables and the researcher has no effect on the study variables. The instrument has been arranged in a standard way, justifying the usage of the above-mentioned statistical methodology. The method for Ranking Coefficient (Rho) strategies of the spearman is Where, $r=Rho$, to calculate the correlation coefficient

$d1 = \text{pair rank differences}$ $n = \text{Number of cases}$ $1 = \text{Constant theoretical}$

IV. RESULTS AND DISCUSSION

Hypothesis Test

The hypotheses were checked first with primary data from respondents. In order to create ties between the dependent and independent variable, the assumptions described previously in chapter one are recapped.

Test of Hypotheses One

Ho₁: Promotion Stagnation does not have significant effect on teacher's output to work in Rivers State.

Table 1: Correlation Analysis on the relationship between Promotion Stagnation and Teacher's Output to Work.

Correlations			Promotion Stagnation	Teacher's output
Spearman's rho	Promotion Stagnation	Correlation Coefficient	1.000	.653**
		Sig. (2-tailed)	.002	.002
		N	271	271
	Teacher's low output	Correlation Coefficient	.153**	1.000
		Sig. (2-tailed)	.002	.
		N	271	271

** . Correlation is significant at the 0.05 level (2-tailed).

This hypothesis has shown that the promotion stagnation corresponds to the poor productivity of the teacher in (.653) where the P value is $0.002 < 0.05$. This shows a strong and meaningful friendship. The research denied therefore the zero hypothesis (1) that promotions of stagnation had no major impact on the poor performance of teachers and concluded, supporting

the alternative hypothesis, that there was a strong relationship between promotion stagnation and low-performance teachers in Rivers State.

Test of Hypotheses Two

Ho₂: Promotion Stagnation does not have significant effect on Teachers' Absenteeism to work in Rivers State

Table 2. Correlation analysis on the relationship between Promotion Stagnation and Teachers' Absenteeism to work.

Correlations			Promotion Stagnation	Teacher's Absenteeism
Spearman's rho	Promotion Stagnation	Correlation Coefficient	1.00	.605**
		Sig. (2-tailed)	.002	.002
		N	271	271
	Teachers' Absenteeism	Correlation Coefficient	.605**	1.00
		Sig. (2-tailed)	.002	.002
		N	271	271

** . Correlation is significant at the 0.05 level (2-tailed).

The finding from hypotheses two has shown that Promotion stagnation coincides with teacher absenteeism where the p-value = 0 .002 < 0.05 works in rho (.605). This shows a strong and meaningful friendship. The research thus denies the null hypothesis that there is no meaningful relationship between promotional stagnation and

teachers' absenteeism and that the association between promotional stagnation and teacher absenteeism to function has been significant.

Summary of the hypotheses tested.

Table 3 below contains a list of the hypotheses investigated to best explain the hypotheses tested.

Table 3: Summary of Findings and Interpretation of the Tested Hypotheses.

Statement of Hypotheses	Correlations (rho value)	P-value Results	Interpretation	Decision
H0 ₁	.653**	P-value 0.02 < 0.05	Strong Relationship	Rejected Ho
H0 ₂	.605**	P-value 0.02 < 0.05	Strong Relationship	Rejected Ho

Source: Research data, (2020).

V. DISCUSSION OF FINDINGS

The analysis of data gathered for this research gave some insight into the purpose of the study to identify the relationship between promotion and teacher success in primary and secondary schools at Rivers. The study comprises a sample of (393) respondents comprising teachers, departmental heads in Rivers State primary and secondary schools on promotion and teacher performance issues, Stagnation in the promotion of teachers is a detrimental factor in performance. This explains why the opinion of the respondents suggests that lack of advancement decreases the success of teachers in their institutions. It also illustrates the important relationship between stagnation promotion and teacher output. More than (85 per cent) of respondents believe that the productivity of teachers is ensured by the degree of motivation and promotion. The respondent also acknowledged that they are de-satisfied with the progression stage, reducing their passion for work and declining performance. Stagnation does not only decrease the performance of students, but also leads to absenteeism, attrition and low-morality jobs.

The second hypothesis is that absenteeism is one of the causes which may trigger any organization to fail and no company will exist without its employees (teachers). Absenteeism not only leads to a breakdown within an organization but also influences the standard of success of the respondent in their overall test, such as the WAEC, etc (2007). Who studied 4th-grade Student Success in North Carolina in State Mathematics, finding that the student outcome was negatively influenced by the absenteeism of teachers from universities. It also reflects Mashaba and Mallie (2018), reasons

that led to the absence of teachers at school, and data examined about absenteeism, which show that teachers' absenteeism is induced by inflation, no advancement, no benefits and low compensation for those teachers who influence their efficiency.

VI. CONCLUSION AND RECOMMENDATIONS

Conclusion

The research study examined the relationship between the development and success of teachers in primary and secondary schools in Rivers, Nigeria. The study observed that the relationship between promotion and teacher achievement in primary and secondary schools in Rivers State depends on many variables including stagnation promotion, poor wages and other variables.

Recommendations

The results of the data review would show a great deal to boost teacher learning in elementary and secondary schools in Rivers State and in schools in Nigeria in general.

1. Stagnation in promotion should be provided sufficient consideration for this is a major factor in damping the moral of teachers to function and can impair success of teachers.
2. The government should still consider the prospect of teacher careers, for the teachers are the founders of any prospective occupation as their profession means. When job prospects are stagnating, it results in employees' nonchalant attitudes, which ultimately contributes to absenteeism and change.
3. The government and school leaders can cultivate the practice of empowering teachers by giving them well-paid packages and shocked packages

like fringe benefit, soft loans, free teacher medical insurance, provide staff free accommodation and other allowances to encourage teachers to function efficiently..

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