



Comparative analysis of staff promotion practices adopted by principals for enhancing job performance of teachers in public and private secondary schools in Anambra State

Henry Kenechukwu Nwasike, Patience Ndid Egboka

Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Nigeria

Abstract

This study investigated comparative analysis of staff promotion practices adopted by principals for enhancing effective job performance of teachers in public and private secondary schools in Anambra State, Nigeria. One research question and one hypothesis guided the study. The study adopted descriptive survey research design. The population of the study comprised 13,505 teachers made up of 8,258 teachers in public schools and 5,247 teachers in private secondary schools. A sample of 1,351 teachers consisting 825 from public and 526 from private secondary schools were drawn using stratified proportionate sampling technique. Researchers' developed instrument titled "Staff Promotion Practice for Enhancing Teachers' Job Performance Questionnaire" (SPPETPQ) which was validated by three experts was used for data collection. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.78. Mean was used to answer research question while t-test was used to test hypothesis at 0.05 level of significance. The finding of the study revealed among other things that similar staff promotion practices when adopted by principals of public and private secondary schools would improve teacher' job performance in Anambra State. Moreover, the findings revealed that there is a significant difference in the mean ratings of public and private teachers on the staff promotion practices adopted by principals for enhancing job performance of teachers in public and private secondary schools in Anambra State, Nigeria. Based on the findings it was recommended that the government, through the Ministry of Education should monitor secondary school administration, with specific focus on maintaining a similar personnel management practices since a similar job performance is required of teachers in both category of schools.

Keywords: Promotion, teachers' job performance

Introduction

In Nigeria, as in several countries of the world, the aim of educational institutions is to ensure effective instructional delivery. This is because through instructional delivery the goals and objectives of establishing schools are achieved. Thus, instructional delivery is among the primary job performance of teachers particularly in secondary schools. Job performance are the duties officially assigned to teachers in the school so as to aid in achieving the national educational goal. According to Ezeugbor, Onyali and Okoye, (2018) ^[5] teachers' job performance is measured in terms of level of attendance to classes, lesson preparation, presentation and delivery among others. Other dimensions of measuring teachers' job performance according to Ugwu, Emegini, Okeke-James, Innocent Igbokwe and Oparaji (2020) ^[12] include improving students' academic achievement, classroom management, instructional planning and delivery, professional development, and overall contribution to the school environment. Thus, the extent to which teachers' job performance are achieved determines the extent to which the national secondary education goals are achieved.

A strategic means of encouraging teachers' job performance is through staff job promotion. Supporting this view is the findings of Nsiegbu and Ojogbo (2024) ^[8] that revealed that staff promotion has a positive, very strong and significant relationship with employee productivity. Staff promotion involves vertical movement in rank and responsibility, often accompanied by increased responsibilities, authorities, pay and privileges. Staff promotion may be judged from some of these factors; qualifications, experience, performance, and adherence to established guidelines. When any teacher is

promoted to new rank, it pave waves for advancement in responsibilities, skills, talents, knowledge and abilities all tilting towards improvement in job performance. No doubt, Chukwu (2019) ^[2] explained that when employees are satisfied with promotion practices it influence their turnover intention. Promoting of teachers as at when due shows a sign of transparency and acknowledgment that helps to boost their morale in discharging assigned responsibilities in the school. More importantly, promotion fosters teachers' self-value, job assurance and commitment. This is to say that promotion helps to enhance teachers' overall effectiveness such as: punctuality, completing the scheme of work, complete lesson notes and discipline among others. In the same vein, findings of Duru, Eze, Yusuf and Iyayi (2023) ^[3] showed that fairly and equitability regarding promotion has a positive influence on employees' performance. This is to say that fair and timely promotion practices can help teachers maintain a better social and psychological balance, which is essential for effective teaching. When teachers feel valued and see a clear path for career progression, they are more likely to be engaged and committed to their roles

Important to note is that school principal has a huge role to play in teachers' promotion. This is because staff promotion is one of personnel management role of the principal as the administrators and managers in the secondary school. Accordingly, Okafor (2023) ^[11] stated that principal is the personnel manager in every secondary school. Principal been in the helm of affair of staff promotion is designated to recommend teachers for promotion or give them administrative responsibilities that would earn them due promotion. The principal should also be keen to recognize

teachers with outstanding performances that can earn them recognition or promotion. No wonder, Obiekwe, Thompson and Ogbo (2023) [10] stated that principals are to support teachers to improve the quality of services and performance in the school. Among personnel management practices which school principals should imbibe according to Echtelt (2024) [4] includes to encourage performance through promotion. Strategically promotion is a motivator and a factor to high expectancy in the job performance of teachers (Aji, 2021) [1].

The significance of staff promotion cannot be over emphasized but it appears that most principals in secondary education neglect their roles when it comes to adopting effective promotion management practices such that would spur efficiency of their teachers. Personal interactions with some teachers show that many principals in secondary schools in Anambra State pay nonchalant attitude towards teachers' promotion and its entitlements. Moreover, there seems to be a disparity in the responses of public and private teachers on the promotion practices adopted by principals in their schools.

The situations of poor attitude, support and recommendation of the principals regarding teachers' promotion could be one of the reasons for poor job performance of teachers. On the other hand, the opinions of teachers may vary regarding promotion issues and the extent it influence them in discharging their job performance. In the bid to enhance teachers' job performance therefore the need to seek their opinion in the promotion practices that when adopted by principals would enhance their performance and to compare such opinions since teachers are expected to discharge similar job performance in public and private secondary schools in Anambra State.

Research Question

1. What are the principals' staff promotion practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state?

Hypotheses

There was no significant difference in the mean ratings of public and private secondary school teachers on staff

promotion practices of principals for improving their job performance.

Method

A descriptive survey research design was adopted for the study. It was carried out in public and private secondary schools in Anambra State. One research question guided the study and one null hypothesis was tested at the 0.05 level of significance. From a population of 13,505 teachers (8,258 public secondary schools' teachers and 5,247 private secondary schools' teachers), a sample of 1,351 teachers consisting 825 from public and 526 from private secondary schools were drawn using stratified proportionate sampling technique. A researchers' developed instrument titled "Principals' Staff Promotion Personnel Management Practice for Enhancing Effective Job Performance Questionnaire" (PSPPEJPQ) which was validated by three experts was used for data collection. The questionnaire was structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) weighted on 4,3,2 and 1. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.78. the instrument was considered reliable in line with Nworgu (2015) [9], who stated that if the co-efficient obtained for an instrument is up to 0.70 and above, the instrument was considered good enough for the study. The direct administration and retrieval method were used for data collection. Mean was used to answer research questions while t-test was used to test hypothesis at 0.05 level of significance. For the research question, a mean rating of 2.50 and above was interpreted as agreed while mean rating of less than 2.50 was interpreted as disagree. The null hypothesis was rejected where the p-value was less than 0.05 whereas the null hypothesis was not rejected where p-value was greater than 0.05

Results

Research Question: What are the staff promotion practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state?

Table 1: Mean Ratings and Standard deviation scores on the staff promotion practices of principals for improving teachers' job performance

SN	ITEMS	Teachers in public secondary schools (n=825)			Teachers in private secondary schools (n=526)		
		Mean	SD	Remark	Mean	SD	Remark
1.	Review of teachers' performance for promotion is as much as possible free of bias	3.20	0.75	Agree	3.22	0.69	Agree
2.	Teachers are promptly given compensation entitled to their promotion to enhance their performance.	2.90	0.88	Agree	3.22	0.69	Agree
3.	Teachers are allowed to go for staff development that required for promotion to improve their job performance	3.07	0.81	Agree	3.23	0.75	Agree
4.	Teachers are assigned duties that enable them get the experience needed for their promotion to improve their job performance	3.22	0.75	Agree	3.32	0.66	Agree
5.	Teachers are recommended for promotion as at when due to improve their performance	3.02	0.82	Agree	3.07	0.75	Agree
6.	The criteria for staff promotion are determined by the principal alone	2.10	0.95	Disagree	2.31	0.99	Disagree
7.	Performance appraisal is done annually in my School to promote teachers for improved job performance	2.93	0.79	Agree	3.16	0.76	Agree
8.	Teachers are promoted based on their length of service and experience to improve their job performance.	3.17	0.82	Agree	3.38	0.65	Agree
9.	Teachers are promoted based on their performance skills and contributions to the school.	3.08	0.87	Agree	3.42	0.63	Agree
10.	Adequate feedback mechanism is provided to inform employees	3.12	0.85	Agree	3.34	0.67	Agree

about their promotion prospects to improve their job performance.						
Cluster Mean and Standard Deviation	2.99	.39	agree	3.17	.35	Agree

Table One revealed that the mean ratings of teachers of both public and private secondary schools for items 1,2,3,4,5,7,8,9 and 10 were above the cut off mean of 2.50 indicating agreement with the items that these are the staff promotion practices of principals for improving teachers’ job performance in public and private secondary schools in Anambra state. The mean ratings of item 6 was below the cutoff mean score of 2.50 indicating disagreement with the item as the staff promotion practices of principals for improving teachers’ job performance in public and private secondary schools in Anambra state.

The cluster standard deviation score of 0.39 for teachers in public schools and 0.35 for their counterpart in private schools indicates that there is homogeneity among their mean ratings. The cluster means of 2.99 for teachers in public secondary schools and 3.17 for their counterparts in private secondary schools which were above 2.50 indicated that similar the staff promotion practices are adopted by principals for improving teachers’ job performance in public and private secondary schools in Anambra state.

Hypothesis 1

H₀₁: There was no significant difference in the mean ratings of public and private secondary school teachers on staff promotion practices of principals for improving their job performance.

Table 2: The summary of t-test analysis on the staff promotion practices of principals for improving teachers’ job performance.

Group	N	Mean	SD	P-value	Df	Alpha	Remark
Public secondary schools	825	2.99	.39	.000	1349	0.05	Significant
Private secondary schools	526	3.17	.35				

Data presented in table 2 revealed that the p-value of .000 is less than 0.05 level of significance. Therefore, the null hypothesis is rejected, meaning that there is significant difference in the mean ratings of public and private secondary school teachers on the staff promotion practices adopted by principals for improving their job performance.

Discussion

The finding of the study revealed that similar staff promotion practices when adopted by principals of public and private secondary schools would improve teacher’ job performance in Anambra State. This agreed with the findings of Nsiegbe and Ojogbo (2024) [8] which revealed that promotion enhance employee productivity. This agreement could be associated with the fact that staff promotion usually comes with some incentive which can serve as a motivating factor to not only teachers in the school but also with employees in other organizations. The findings of this study coincide with that of Nsiegbe and Ojogbo (2024) [8] which showed that employee promotion has a positive and significant relationship with employee productivity. The probable reason for a positive and significant relationship could be attributed to the fact that teachers are seen as also employees but different organizational sector and most employees see promotion as not just as a change in rank but a form of recognition for

acknowledged performances. This finding concurred with Duru, Eze, Yusuf and Iyayi (2023) [3] who found out that university management treat their workers fairly and equitably with regard to promotion and promotional opportunities. The resemblance in the findings could be because management in Nigerian university and that of secondary education sustains a laid down policy on staff promotion which propels staff to strive for career development by extension good performance. This finding is also in consonance with that of Aji (2021) [1] which revealed that the State government offer paper promotion with monetary increment of salary to academic staff in the state higher education. The agreement in these findings could be attributed to the fact that tutorial staff in secondary school and academic staff in the tertiary institutions are seen alike, therefore may require a similar promotion practices that make most teachers feel valued for their performances. Furthermore, the findings agree with that of Chukwu (2019) [2] who found out that promotion influence on employee turnover intention. The similarity of this finding because staff promotion increases engagement, satisfaction and by extension job performance which is applicable to workers in any organization. It was also found that there is a significant difference in the mean ratings of public and private secondary school teachers on the staff promotion practices adopted by principals for improving teachers’ job performance. The probable reason for this disparity could be attributed to the fact that most promotion implies both increment in responsibilities and incentives, which most private school principals may not afford because of its financial implications.

Conclusion

Based on the findings of the study, the researchers conclude that staff promotion practices such as; recommending teachers for promotion as at when due, promoting teachers based on their contributions to the school, length of service and experience among others when adopted by principals would enhance teachers’ job performance in both public and private secondary schools in Anambra State.

Recommendation

Based on the findings of this study, the following recommendations were made

1. Promotion personnel management practices such as promptly giving compensation entitled to teachers’ promotion; recommending teachers for promotion as at when due should be adopted by principals so as to improve their job performance
2. The government, through the Ministry of Education should monitor secondary school administration, with specific focus on maintaining a similar personnel management practices since a similar job performance is required of teachers in both category of schools
3. Outstanding commitment and job performance of teachers should be among the criteria for recommending teachers for promotion in secondary school and also principals should ensure that entitlement due to certain promotions are provided based on established procedures so as to improve their job performance.

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