AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.10 (1), October-December, 2023 https://ajemates.org

PRINCIPALS' PROMOTION STRATEGIES FOR IMPROVING TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

Prof. Isaac N. Nwankwo & Ilozue, Evangeline Chidimma
in.nwankwo@unizik.edu.ng; chidimmailozue100@gmail.com

Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka

ABSTRACT

The study investigated the principals' promotional strategies for improving teachers' job performance in secondary schools in Anambra state. Two research questions and one null hypothesis guided the study. The study adopted descriptive survey research design. The population of the study consists of 203 principals in the 203 public secondary schools in Anambra State. There was no need for sampling since the population was not large but manageable by the researcher. Well-structured questionnaire designed by the researchers was the instrument used for data collection. The questionnaire was validated by three experts, two in the Department of Educational Management and policy and the other one in the Department of Educational Foundations, Faculty of Education, all from Nnamdi Azikiwe University Awka. Cronbach alpha was considered appropriate in order to determine the internal consistency of the instrument. The researchers together with research assistants administered the instrument. Mean rating and standard deviation was used for data analysis. The findings of the study showed that promotion strategies were used to influence teachers' job performance in secondary schools in Anambra State. It therefore recommended among others that state government should promote teachers as and when due as a way of motivating the teachers to continue with their good job performances for the benefit the students in the teaching and learning process.

Keywords: Principals; Promotion Strategies; Teacher Improvement; Job Performance; Secondary School.

Introduction

Education develops human endowments and aims at the development of the entire personality of an individual. Consequently, when new individuals are born into the society, they are taught their culture, that is, the ways of life of their people. Hence, as new individuals are taught their culture, they are being socialized and educated. Nigeria therefore placed high premium on education.

Educational system in Nigeria is classified essentially into primary, secondary and university or tertiary levels (Ojo, 2016). In that vein, one can infer that primary, secondary and tertiary levels of education are the stages of education in Nigeria. Secondary school therefore is the next step from primary school. This is why Collins (2017) posited that secondary school is an intermediate level between elementary school and college and usually offering general, technical, vocational or college-preparatory courses. Although in the Nigerian context, terms such as college and secondary school are used interchangeably, college does not refer to secondary school in

the context of this research. The researcher therefore defines secondary school as generally the final stage of compulsory education and between primary and tertiary stages.

Secondary school exposes children to acquire fundamental knowledge that will harness their political behaviour, skills, thought, feelings and actions, which are considered necessary for all citizens, regardless of social status, vocation or sex. To support this assertion, Mogbo and Ajigbo (2019), affirmed that learners in secondary schools are mainly adolescents and these adolescents are meant to have good political education so that they can know their rights, duties and obligations, know the types and different systems of government; have knowledge about administration and other institutions in government, acquire leadership qualities, have spirit of nationalism and patriotism and participate in political culture. However, for secondary school education to be effective and efficient in terms of quality teaching and learning, Igbo (2002) in Akachukwu (2018), noted that there is need for administrators of this level of education to employ teachers with suitable knowledge and skills needed to enhance teaching and learning. This shows that teachers and their performance are very crucial in secondary schools.

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Robert, 2018). It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 2019). Any set of activities or behaviours that increased teacher efficacy, high quality teaching, improved student's achievement and added to school. One way to increase and sustain performance is motivation.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can direct behaviour toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in, activities, enhance cognitive processing, determine what consequences are reinforcing and lead to improved performance (Cerdan, 2017). Teacher motivation is what energizes teacher behaviour, or what directs or channel behaviour and how the behaviour is maintained and sustained. It is the additional incentive given to teachers or workers in order to induce them to work hard. Motivation is the driving force that causes flux from desire to will in life. It is the process that initiates, guides and maintains goal-oriented behaviours (Egbe, 2019). It is teacher intrinsic enthusiasm that drives to accomplish activities related to academic work.

According to Chukwuemeka (2014), motivational factors of teachers are as follows

- Achievement made by the teacher that gives him satisfaction.
- Recognition for achievement by the school administrator.
- Teaching itself when it is challenging.
- Responsibility given to the teacher like headship.
- Advancement (promotion) of teacher.
- The possibility of personal growth of the teacher.

Okeke (2016) affirmed that when the above factors are present in a work situation, they lead to strong motivation, satisfaction and good job performance but do not cause

dissatisfaction when they are absent. Teachers who lack motivation exhibit indifference, apathy, and disinterestedness, weak drive towards goal attainment and inertia. Teachers who are motivated are definitely more satisfied in their job and offer more to the school growth (Anya, 2016). Motivation can be intrinsic and extrinsic. Intrinsic motivation comes from within the teacher and is propelled by interest in teaching, ability to perform the task and other personal values found embedded in the job while extrinsic motivation is extremely imposed by economic social and other instrumental reward system. Through motivation, teachers become more committed in carrying out their duties which leads to good job performance of the teacher. These teachers' motivational variables amongst others include; teachers' condition of service, upward job mobility (promotion) and regular payment of salaries (Egbe, 2019). The emphasis here is on promotion.

Regular promotion is variable that explains the movement of an employee from one rank to the other. It is a positive way employers can reward their employees. It is a variable that can motivate or de-motivate teachers' desire to stay or leave the job. Promotion comes with job advancement, Job advancement comes with higher wages and higher wages are associated with change in status and prestige (Ibok, 2020). Teachers will have a change in status and prestige if they are promoted and are allowed to enjoy reasonable benefits from this promotion.

Promotion strategies increase the salaries of some teachers, increase teachers allowances, upward review of salary of appraised teacher, and also promote teachers who have demonstrated sufficient academic excellence. Nwankwo (2018), that school principals should create special financial incentive measures if they are not directly involve with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process. More so, Johnson (2015) agreed that tangible incentives such as promotions, increase in pay, increased discretion, superior work assignments and provision of additional responsibility will improve teachers' performances in school

Consequently, Nwankwo (2022) stressed that some of the promotion strategies adopted by principals for effective teachers' job performance in secondary schools seems to be: principals' interfacing with government on the need to increase the salaries of teachers, interfacing with government regarding teachers that deserve allowance increment, recommending to ministry of education teachers that are qualified for salary appraisal, creating opportunities for collaboration between colleagues with similar goals, recommending teachers who have demonstrated sufficient academic excellence to ministry of education for promotion. In the light of the discussion so far, the problem of this study in question form is: What are principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State?

Research Questions

Two research questions guided the study.

1: What are male principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State?

2: What are female principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State?

Null Hypothesis

One null hypothesis was tested at 0.05 level of significance.

Hypothesis: There is no significant difference in the mean ratings of male and female principals' on promotion strategies for improving teachers' job performance in secondary schools in Anambra State.

Research Method

The study adopted a descriptive survey design. The study was conducted in Anambra State. The population of the study consists of 263 principals (83 males and 180 females) in the 203 public secondary schools in Anambra State (Post Primary School Service Commission, 2023). There was no need for sampling since the population was not large but manageable by the researchers.

The instrument for the study is a questionnaire, designed by the researchers. The instrument is titled "motivational strategies adopted by principals for effective teachers' job performance" (MSPETJPQ). The instrument consists of two sections A and B. Section A, sought information on respondents' personal data. Section B has 5 items on the promotion strategies adopted by principals for effective teacher job performance. The instrument was structured on four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted at 4, 3, 2 and 1 respectively.

The face and content validation of the instrument was determined. The data used for computing the reliability indices were obtained from the 20 copies of questionnaire administered on a sample of 20 principals in public secondary school in Enugu state. Cronbach alpha was used to compute the collected data. Cronbach alpha was considered appropriate in order to determine the internal consistency of the instrument. The co-efficient of 0.76 was obtained for the instrument.

The researchers with the help of five research assistants who are secondary school teachers in the area collected data for this study. The arithmetic mean was used to analyze the data collected. Decision for the items and research questions was based on the item mean and cluster mean retrieved to the cut off mean of 2.50. The t- test statistic was used to test the null hypothesis at 0.05 levels of significance.

Presentation of Results

Research Question 1: What are male principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State?

Table 1: Mean scores responses on the male principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State

S/N	The promotion strategies adopted by principals for effective teachers' job performance in secondary schools	Mean	Std. Deviation	Remark
1.	Interfacing with government on the need to increase the salaries of teachers	3.52	.772	**Agreed**
2.	Interfacing with government regarding teachers that deserve allowance increment	3.32	.726	**Agreed**
3	Recommending to Ministry of Education teachers that are qualified for salary appraisal	3.21	.898	**Agreed**
4	Creating opportunities for collaboration between colleagues with similar goals	3.17	.842	**Agreed**
5	Recommending teachers who have demonstrated sufficient academic excellence to Ministry of Education for promotion	3.36	.764	**Agreed**
	Grand Mean	**3.32**	**0.80**	**Agreed**

Data in Table 1 show that all items rated above the acceptable mean including the grand mean. This is to show that the items in table 1 are the promotion strategies adopted by male principals for improving teachers' job performance in secondary schools in Anambra State.

Research Question 2: What are female principals' promotion strategies for improving teachers' job performance in secondary schools in Anambra State?

Table 2: Mean scores responses on the Female principal promotion strategies for improving teachers' job performance in secondary schools

S/N	The promotion strategies adopted by principals for effective teachers' job performance in secondary schools	Mean	Std. Deviation	Remark
6.	Interfacing with government on the need to increase the salaries of teachers	**3.60**	.644	**Agreed**
7.	Interfacing with government regarding teachers that deserve allowance increment	**3.24**	.879	**Agreed**
8	Recommending to Ministry of Education teachers that are qualified for salary appraisal	**3.44**	.644	**Agreed**
9	Creating opportunities for collaboration between colleagues with similar goals	**3.40**	.574	**Agreed**
10	Recommending teachers who have demonstrated sufficient academic excellence to Ministry of Education for promotion	**3.27**	.785	**Agreed**
	Grand Mean	**3.39**	.71	**Agreed**

Data in Table 2 show that all items rated above the acceptable mean including the grand mean. This is to show that the items in table 1 are the female principals' promotion strategies for improving teachers' job performance in secondary schools

Test of Null Hypothesis

Hypothesis: There is no significant difference in the mean ratings of male and female principals' on promotion strategies for improving teachers' job performance in secondary schools in Anambra State.

Table 3: Summary of t-test of significant difference in mean ratings of male and female principals' on promotion strategies for improving teachers' job performance in secondary schools in Anambra State

Variables	N	X	SD	Df	t.critical	t.cal
Male	83	3.32	0.80	261	1.96	0.628
Female	180	3.39	0.70			
Total	**263**					

Table 3 shows that at 261 degree of freedom, the calculated t-value was 0.628 which is less than the critical t-value of 1.96. This means that there is no significant difference in mean ratings of male and female principals' on promotion strategies for improving teachers' job performance in secondary schools in Anambra State. Therefore, the null hypothesis was not rejected.

Summary of Major Finding

Based on the data analysis, it was found that promotion strategies are adopted by the principals influence teachers' job performance in secondary schools in Anambra state.

Discussion of Findings

The findings of the study showed promotion strategies adopted by the principals influence teachers' job performance in secondary schools in Anambra state This is because promotion strategies Help principals in interfacing with government on the need to increase the salaries of teachers, interfacing with government regarding teachers that deserve allowance increment, recommending to Ministry of Education teachers that are qualified for salary appraisal, creating opportunities for collaboration between colleagues with similar goals and recommending teachers who have demonstrated sufficient academic excellence to Ministry of Education for promotion. These findings are supported by Nwankwo (2018), who posited that school principals should create promotion platforms if they are not directly involve with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process. More so, Johnson (2015) agreed that tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility will improve teachers' performances in school

Conclusion

Based on the findings of the study, it was concluded that promotion strategies were the

motivational strategies adopted by the principals for effective teachers' job performance in secondary schools in Anambra state.

Recommendations

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

- The state government should set up suitable panels to monitor and motivate the teachers the more to continue with their good job performances for the benefit of effective teaching and learning.

- Principals and teachers in Anambra State should promoted as and when due and the promotion arrears paid promptly to motivate them more for excellent job performance for effective teaching and learning.

REFERENCES

Akachukwu, M. (2018). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Nigerian Journal of Education, Health, and Technology Research, 3*(2), 20-32.

Anya, J. (2016). School reform: Case studies in teaching improvement. Retrieved from *https://books.google.com.ng*

Cerdan, J. P. (2017). The modelling and assessment of work performance. Retrieved from *https://goaltab.psych.umn.edu*

Chukwuemeka, U. (2014). Reforms in education and future of Nigeria sociological perspective. *Nigerian Journal of Education and Development, Studies, 1*(2), 10 - 12

Collins, M. A. (2013). *Home management for schools and colleges*, Onitsha: African Publishers.

Egbe, J. N. (2019). Community education needs of community leaders. Retrieved from *www.unn.edu.ng*

Ibok, I. T. (2020). Relationship between home environmental factors and juvenile, delinquency. *British Journal of Social Sciences*, 1(4): 62-81.

Johnson, L. (2015). Teacher quality and student-education. Retrieved from *https://epaa.asu.edu*

Mogbo N & Ajigbo D. (2019). Knowledge of formative assessment practices among student teachers. Retrieved from *https://researchgate.net*

Nwankwo, A.O. (2018). *Academic performance five factors inventory*. Ibadan: Blessed Publishers.

Nwankwo, I. N. (2016). *Research report and article writing in educational management and social sciences.* Love-Isaac Consultancy Services.

Ojo, J.O. (2016). *Fundamentals of psychological foundations of education*. Lagos: John-Lad Publishers.

Olaniyan, I. (2019). *Tackle Disadvantage Now!* Dublin: Irish National Counsellors' Organization. Irish National Counsellors' Organization [Website] www.into.ie

Okeke, A. (2016) Motivational strategies and secondary school teachers' job performance in Akwa Ibom South Senatorial District. *Nigerian Journal of Education, Health, and Technology Research, 2*(1), 21-26.

Robert, M. (2018). Efect of teachers' qualification on the performance of students. Retrieved from*https://www.researchgate.net*