E-ISSN: 1115 - 8425 P-ISSN: 3027-012X
MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 06 NO. 8 – OCTOBER. 2024

EFFECT OF PROMOTION AND JOB SECURITY ON TEACHERS'PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN MUBI NORTH LOCAL GOVERNMENT AREAS, MUBI, ADAMAWA NIGERIA

***ADAMU MOHAMMED; & **YAU MUSA**

*Department of Business Administration and Management, School of Business Technology, Federal Polytechnic, Mubi. **Department of Business Administration, Adamawa State University, Mubi

Corresponding Author:
adamumuhammedgurdufe@gmail.com

DOI Unique ID: 10.70382/mejaee.v6i8.011

Abstract

The main objective of this study is to examine the effect of promotion and job security on teachers' performance in selected public secondary schools in Mubi North Local Government Areas, Mubi, Adamawa Nigeria. The study is a survey research design in form of descriptive study in which data was collected through questionnaire administered to 45 respondents. Data collected was subjected to percentage analysis and hypotheses were tested using linear regression analysis at 0.05 level of significance. The result revealed coefficients of the effect

Keywords: effect, promotion, job security, teacher performance, schools & teachers'

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

of promotion on teacher performance is significant (β = 1.655, t = 10.223, p< 0.05). Coefficients of the effect of job security on teacher performance is significant (β = 0.510, t = 2.032, p< 0.05). Hence the study concludes that promotion and job security has significant and positive effect on teachers' performance in selected public secondary schools in Mubi North Local Government Areas, Mubi, Adamawa Nigeria. The study, recommends that the school management should continue the practice of adequately rewarding teachers who consistently perform well, which includes salary increments and bonuses as part of the benefits package offered by the school management. This will not only attract talented teachers but also encourage them to stay in the organization and continue performing at high levels.

Introduction

Education is an important weapon which every nation needs in order to gain competitive advantage over its colleagues across the universe. As a result of this, the Nigerian government needs to pay adequate attention to all the levels of education, especially the basic level which is the bedrock upon which all other levels are erected. As a way of paying adequate attention to education, government needs to adequately motivate public school teachers, to make them develop high level of job satisfaction which would enhance their performance to the job. When teachers are not satisfied with their job, their morale and job performance could be poor, haphazard job performance could set in; and hence, poor students' academic performance. Effect of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the public schools. In education, the essential quality of the teacher is to have a positive approach (Mehta, 2019). Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experience at any work (Rameshkumar, 2019). Job satisfaction is a key element of work motivation, which is a fundamental determinant of one's behavior in an organization

(Ibrahim 2020). A satisfied teacher can support well the objectives of the school while the unsatisfied teacher can tarnish the objectives of the school (Ibrahim 2020). Job satisfaction is under the effect factors like the nature of work, rewards, working condition, promotion, job security and advancement opportunities.

Teachers' plan to remain or leave teaching, commitment to teaching, and teachers' transmission of value coupled with both negative and positive attitudes about teaching to their pupils and absenteeism cannot be ruled out. The alternative to dissatisfied teachers performance is that, dissatisfied teachers who remain in teaching may reduce their performance created by their dissatisfaction. The behavior of dissatisfaction and unwilling to perform better in job place is termed as "citizenship behaviours. It is on this note that this study was motivated to examine the effect of promotion and job security on teachers'performance in selected public secondary schools in Mubi North Local Government Areas, Mubi, Adamawa Nigeria.

Statement of the Problem

Inappropriate use of motivation has created a lot of challenges to teachers input and output in school. Teachers' poor performance and negative attributes can be seen as poor turnover, poor product quality improvement, job dissatisfaction, low morale, low commitment, absenteeism, low turnover intentions to stay with the organization and poor employee's performance that affects input and output (Hicks, 2017). Based on the personal observation of the researcher and the information gathered from some school principals, vice principals, head teachers and teachers in public schools in Mubi. In Adamawa many teachers at this level of education in the State are not satisfied with their job. This could be as a result of poor treatment which they are receiving from the state government. For instance, in Adamawa State, public basic school teachers are owed backlog of salaries. This might be giving them a kind of psychological disturbance which could make them dissatisfied with

their job. Also, all the public basic school teachers in the State who have been due for promotion since the year 2010 are yet to receive it. This is another scenario which could bring about job satisfaction. In addition, fringe benefits like health insurance scheme, festive packages, housing loans and a host of others which teachers consider as added advantage on the job are not forthcoming. This incident might also be killing the teachers' morale; and hence, dissatisfaction with the job.

The above studies succeeded in identifying the challenges and benefits of job satisfaction towards teacher performance but their studies were not based on public schools in Adamawa state and moreso, their studies failed to specifically identify surrogates of job satisfaction like salaries, promotion, fringed benefits, work environment and the effect on teachers' performance. It is against this background that this study examined the effect of promotion and job security on teachers' performance in public schools in Mubi North LGA, Adamawa state.

Research Hypotheses

The following hypotheses were formulated to guide the study:

H_o1: Promotion has no significant effect on teacher performance in public schools in Mubi North LGA, Adamawa state

H_o2: identify the effect of job security on teacher performance in public schools in Mubi North LGA, Adamawa state.

LITERATURE REVIEW

Concept of Promotion

According to Gupta (2011) Promotion refers to advancement of an employee to a higher post carrying greater responsibilities, higher status and better salary. It is the upward movement of an employee in the organization's hierarchy, to another job commanding greater higher authority, higher status and better working conditions. Promotions are used to reward employees for better performance and to motivate them for greater effort. Promotion is

used as a reward for better work performance and organizationally approved form of behavior. People will work harder if they feel that this will lead to promotion. It provides satisfaction to personnel who enhance their morale, productivity, and loyalty to the organization.

Concept of Job Security

Job security affects the employee's behavior at workplace and employee's affiliation with the organization (Sverke, Hellgren & Näswall, 2002). If employees are not satisfied with job, the level of retention will decline at workplace (Trevor, 2001). In addition, skilled employees usually have abundant opportunities which increase the rate of job switch that ultimately results in creating vacancy for skilled employee consequently, increasing cost of recruitment process in the organization. Further, intrinsic aspects affect an individual's intention to stay or leave. In another study it was highlighted that job motivation, prospects for creativity and job security effects human capital retention (Samuel & Chipunza, 2009).

Concept of Teachers Performance

Performance is defined as a high level of attachment to an organization (Crosswell, 2006). Teacher performance is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Performance is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). The teachers performances are the most significant contribution in educational process that whatever policies may he lay down; eventually the teacher has to interpret and implement these policies through teaching learning process. The term is not only covering the effect or conduct of instruction, like student achievement or personal growth or also not teacher characteristics. Rather, teachers' performance is apprehensive, with progress variable rather than product variables (Taylor, 2012).

Marler, (2000) indicated that when your employees function as a team, you ought to think like a coach; reward the whole group for a job well done. He says this will boost morale both personally and collectively. He adds that employee incentive programs such as small bonuses serve to better the morale of an individual employee and that of a group as a whole by making them more satisfied. This is in agreement with Likert's (2004) study which concluded that since everybody wants to feel appreciated and special for the work done, they can therefore be motivated by appreciating them and making them feel special.

Effect of Promotion on Teacher Performance

Promotion of teachers has a number of benefits not only to the employees but also to the organization in which they work. Chruden and Sherman (2012) view promotion as the means to ensure effective utilization of skills and abilities those individuals have been able to develop. Promotion creates a feeling of satisfaction with the present situation and conditions and encourages ambition to continue working with the company. When carefully planned and implemented, it enhances workers morale, increase organizational efficiency and provide opportunity for loyal employees (Chruden & Sherman, 2012). When there is evidence potential competency, promotion can be a reward for the past performance (Koontz, 1992). Promotion must be implemented based on clear procedures, which are known to management and staff. Job Satisfaction plays significant role in the organization. Therefore, managers should take concrete steps in improving the level of job satisfaction.

Effect of Job Security on Teacher Performance

Job security is explained as one's hope about attaining job situation. It involves relate to over failure of attractive job characteristics such as low chance of advancement opportunities, current working conditions, and long-term career opportunities (Borg & Elizur, 2002). There are more than a few causes for the

rising literature on this issue. One narrate to the large number of people unwillingly jobless throughout the 1980 4.3 million people were lastingly transfer between 1985 and 1989 alone (Herz, 2001). The significance of job security has enlarged and highlight in the last ten years employees feedback why they change the organization (Grover & Reed, 2000). Job security is defined as intrinsic job satisfaction lower due to downsizing, mergers, and restructuring as a cause of turnout. So job security and its result are effect on employee satisfaction. Job security was positively and significantly related with job satisfaction and organizational obligation and negatively connected with purpose to quit (Oldham, Julik, Stepina, Brand & Ambrose, 2000).

Theoretical Framework

Expectancy Theory

The Expectancy Theory of Motivation provides an explanation of why individuals choose one behavioral option over others. The basic idea behind the theory is that people will be motivated because they believe that their decision will lead to their desired outcome (Redmond, 2010). Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes (Torrington, 2009). This has a practical and positive benefit of improving motivation because it can, and has, helped leaders create motivational programs in the workplace. This theory is built upon the idea that motivation comes from a person believing they will get what they want in the form of performance or rewards. Although the theory is not all inclusive of individual motivation factors, it provides leaders with a foundation on which to build a better understanding of ways to motivate subordinates (AETC, 2008). Expectancy theory is classified as a process theory of motivation because it emphasizes individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations.

In this study, expectancy theory will be adopted; this is because the theory is directly link to the subject matter under study. I.e. the importance of this theory is that it acts as a fund for management to establish schemes to reward behavior that can improve employees' performance. If employees perceive that they may get valued rewards from the organization, they tend to put greater effort into work.

Empirical Review

Marcel and Susanne (2023) carried out study on the effects of differentiated instruction on teachers' stress and job satisfaction. Using embedded sequential explanatory mixed-method research design in which quantitative and qualitative data were merged, their study examines teachers' experiences of stress and job satisfaction and their relation to the DI practice. The quantitative study uses data from the National Educational Panel Study in Germany (N ¼ 209 teachers), while the qualitative study analyses interview responses of 24 secondary school teachers. Findings reveal that teachers experience positive effects from implementing DI, but also perceive the practice as slightly stressful. Additionally, their study discusses teachers' DI training needs and the implications of the results, and calls for further research. Afolakemi, Oredein and Adeyemi (2021) conducted study on the job and organizational commitment of Public Secondary School Teachers in Oyo State, Nigeria. Using Descriptive research design was used to guide the study. The population consisted of eleven thousand, seven hundred and thirty-two (11,732) teachers in selected public secondary schools in Oyo state from which multi stage sampling procedure was used to obtain two thousand, seven hundred and twenty-six (2,276) respondents while descriptive statistics of simple percentage, mean, and frequency were used to analyze the data obtained for the study. Findings of the study revealed that job commitment of public secondary school teachers was low (weighted mean = 2.31), affective organizational commitment was moderate (weighted mean = 2.62),

continuance organizational commitment was high (weighted mean = 3.24) and normative organizational commitment was low (weighted mean = 1.77). Low level of job commitment among public school teachers was not unconnected to turnover intention indices such as workload, promotional prospect and teacher autonomy. The study, therefore, it was recommended that all hands should be on deck in order to devise necessary measures to ensure that teachers are more committed to their jobs which can be accomplished through genuine inspiration, a strong leadership style, and creation of an empowering environment that fosters education and learning, and a strong cultural recognition of the teaching profession. Also, government should ensure adequate educational planning or create a framework to encourage teachers to develop affective organizational commitment. Such policies should also aim at reducing to the barest minimum continuance organizational commitment among public secondary teachers, which was discovered to be high in this study.

Gambo (2021) studied effect of promotion and job security on teachers' performance: a case study of Katagum education authority, Katagum local government area of Bauchi State. Using the chi-square statistics, the survey results revealed that teacher related sources of job satisfaction seem to have a greater effect on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. And it was recommended that it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum. The government should come up with efficient modern and systematic teachers' promotion system that will be based on professional standards and performance in order to create transparency, fairness teachers' promotion system. Any unethical practice by the educational officers regarding unfair promotion should be reported and immediately charged before the law.

METHODOLOGY

This study adopted descriptive survey research design. This study was carried out on in some selected public secondary schools in Mubi North Local Government Area, Adamawa State. The population of the study is comprised of 45 teachers from five (5) secondary schools namely Government Science and Technical College, Mubi, Government Day Secondary School Vimtim, Government Secondary School (Senior) Mubi, Government Junior Secondary School Mubi, Government Junior Secondary School Betso. Due to small size of the population, the researcher tends to carry out study on the whole population. While, a convenient sampling technique was adopted for the study, because everyone in the population is given equal change of being selected. In this study, primary data was collected. The study used questionnaire as a tool for collecting data. The data collected for this study was subjected to descriptive analysis such as frequencies and percentage which would be presented in tabular form and inferential statistics using multiple regression analysis with help of Statistical Package for Social Sciences (SPSS) at 0.05 (5%) level of significance.

DATA PRESENTATION, ANALYSIS AND RESULTS

A total of 45 questionnaires were distributed; 41 were successfully returned and valid. The rate of return is greater than the minimum mark specified by Rogelburg and Staton (2007), who opined that a response rate of 35%–40% is appropriate for studies conducted at the teachers' performance and 50% for studies that are conducted at the individual level using survey design. Based on this principle, the response rate is therefore considered perfect for this study, and the analysis is also based on 41 instruments that were successfully retrieved.

Hypotheses Testing

The following hypotheses were tested:

H_o1: Promotion has no significant effect on teacher performance in public schools in Mubi North LGA, Adamawa state

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

H_o2: identify the effect of job security on teacher performance in public schools in Mubi North LGA, Adamawa state

Table 1: Model summary of effect of promotion and job security on teachers' performance

Variables		Coefficient	Std. Error	T-Values	P-Values	Hypotheses
1	(Constant)	0.328	0.564	0.582	0.565	
	P	1.708	0.167	10.223	0.000	Rejected
	JS	0.571	0.281	2.032	0.040	Rejected
	R	0.988				
	R^2	0. 975				
	Adjusted R	0. 972				
	F-Stats	276.199				
a. Dependent Variable: TP						

(Source: Computed using SPSS 21. 2024)

The result in Table 1 show that the summary of regression model on the effect of promotion and job security on teachers' performance. The result of Person correction show that the bivariate relationship between dependent and independent variables are strong and positive (r = 0.988). The values of the coefficient of determination (R-Square) extracted from the summary of the regression model shows that promotion and job security only explain about 97.5% variation in teachers' performance while the about 3.5% are attributed to variables not included in the model of this study. The analysis of variance (ANOVA) results, which represent the goodness of fit of the model is statistically significant (F = 276.199, P < 0.05), implying that the variables in the model have jointly predicted the teachers' performance.

Summary of Findings

The summary of the findings of the study include:

i. The finding further revealed that coefficients of the effect of promotion on teacher performance is significant (β = 1.655, t = 10.223, p< 0.05) in Mubi North LGA, Adamawa state.
ii. Lastly, the finding revealed job security on teachers performance in public schools in Mubi North LGA, Adamawa state as revealed (β = 0.510, t = 2.032, p < 0.05).

Discussion of Findings

The first the finding highlights the substantial effect of promotions on teacher performance (β = 1.655, t = 10.223, p < 0.05). This result resonates with research that highlights the role of career advancement in stimulating employee dedication and productivity (Huang et al., 2020; Boswell et al., 2019). When teachers perceive opportunities for growth and professional development through promotions, they are more likely to invest in their roles, leading to enhanced overall performance.

Secondly, finding reveals a positive relationship between job security and teacher performance in public schools in Mubi North LGA (β = 0.510, t = 2.032, p < 0.05). Job security is known to be a fundamental psychological need for employees (Deci et al., 2018), and when teachers feel secure in their positions, they are more inclined to demonstrate higher levels of commitment, engagement, and performance.

The findings from this study provide valuable insights into the factors that effect teacher performance in public schools in Mubi North LGA, Adamawa state. The results highlight the importance of promotions and job security in shaping teachers' dedication and effectiveness in their roles. Addressing these factors can contribute to the overall improvement of the educational system in the region.

Conclusion

The promotion process is deemed fair and transparent as it is based on merit and performance. This transparent evaluation system accurately reflects teachers' contributions and achievements, providing job security and financial

stability. The study also concluded that the school's commitment to promoting a healthy work-life balance is evident through the provision of adequate facilities and resources for teachers to effectively carry out their responsibilities.

Additionally, the study indicates that teachers possess strong subject knowledge, display effective communication skills, and provide constructive feedback to students, enhancing the overall teaching and learning experience. Based on these findings, it was concluded that the school appears to foster a positive and supportive work environment, which contributes to the success and professional growth of its teachers.

Recommendations

Based on the findings, the following recommendations can be made:

1. The study recommends the school continue implementing and communicating policies and measures that support employees' job stability, which will include regular evaluations of the financial stability of the school, clear communication about the school's long-term plans, and measures to address any potential financial challenges.
2. The school should regularly assess and update its facilities and resources to ensure teachers have access to the tools they need to perform their jobs effectively. This should involve investing in updated technology, providing sufficient training on software and tools, and regularly seeking feedback from teachers on their needs and preferences.

REFERENCES

Afolakemi, O. O. & Adeyemi, A. E. (2021). Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria. *Ife Social Sciences Review*. 29(2), 43-52.

Barriball, L., Zhang, X. & While, A., E. (2012). Job satisfaction among hospital nurses revisited: A systematic review. *International Journal of Nursing Studies,* 49(8), 1017–1038.

Dimitrios, C., Prodromos, C. & Eftichia, V. (2015). "The central role of knowledge management in business operations", *Business Process Management Journal*, 21(5), 1117 – 1139.

Gambo, D. & Zainab, M. C. (2021). Effect of Job Satisfaction on Teachers Performance: A Case Study of Katagum Education Authority, Katagum Local Government Area of Bauchi State. *International Journal of Quantitative and Qualitative Research Methods.* 10(3), 27-37.

Hyun-Woo, K. B., Goh, L., Huffman, J., Jessica, Y. & James, S. (2015). "Investigating relationships between internal marketing practices and employee organizational commitment in the foodservice industry", *International Journal of Contemporary Hospitality Management,* 27(7), 1618 – 1640.

Mehta, S. (2019). Job satisfaction among teachers. *IUP Journal of Organizational Behavior,* 11(2), 54-61.

Miguel, A., Calderón, M., José, M., Hurtado, G., Beatriz, P., Florencio, J., Luis, G. G. (2014)"Does the balanced scorecard adoption enhance the levels of organizational climate, employees' commitment, job satisfaction and job dedication?", *Management Decision,* 52 (5), 983 – 1010.

Ong, C. H. Chong, H. S., Tan O. K., Goh, C. F. & Lim L. P. (2020). Factors influencing job satisfaction among academic staffs. *International Journal of Evaluation and Research in Education (IJERE).* 9(2), 285-291.

Rameshkumar, R. (2019). "Study On The Optimization Of Solar Assisted Vapour Absorption Refrigeration System", *International Journal of Innovations in Scientific and Engineering Research (IJISER),* 2(7), 187-192.

Robbins, S. P. (2015). *Essentials of Organisational Behavior*. New Jersey: Pearson.

Taylor, E.S, & Tyler, J.H. (2012). The effect of evaluation on teacher performance. *American Economic Review,* 102(7), 3628-51.