



DELAYED PROMOTION AND PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN RIVERS STATE, NIGERIA

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ABSTRACT: *It is expected of every responsive and effective government to give utmost priority to the welfare and valued conditions of service of the teachers who are the human capitals in schools. This is a wholesome bid to the anticipation of achieving laid down goals of education, without which the teachers may not conform to established rules of engagement, an ensuing blatant non-performance problem. Emanating from sheer observation of this scenario, and owing to scanty literature and dearth of empirical works in this area, this study therefore aimed at the examination of delayed promotion and performance of public secondary school teachers in Rivers State. In the attempt to investigate the relationship between the variables, three research questions and three corresponding hypotheses were posed to guide the study. Vroom's expectancy theory was utilized to explain the nexus between the variables. Random and simple random samplings were adopted. The sample size of 393 was determined using the Taro Yamane statistics, from the population figure of 36,215. The study adopted cross sectional research design and generated data through surveys. The instrument used for data collection was the questionnaire which was analyzed using percentage and chi-square that was used to test the hypotheses. The study found that there is a significant relationship between delayed promotion on the one hand, and public secondary school teachers' reluctance to work effectively, teachers frequently absenteeism and reduced promotion of learning on the other hand. Thus, it is concluded that delayed promotion of public secondary school teachers negatively affects teachers' performance in Rivers State.*

KEYWORDS: Promotion, Teachers, Teacher Absenteeism, Delayed Promotion, Teacher Performance, Secondary School.



INTRODUCTION

Teachers who are employed to teach in public secondary schools are the human resources that work toward the actualization of the goals of the education system. As such, their full potential and inputs are necessary to achieving the goals set aside for the organization that is in charge of the learning process. This is deemed pertinent because the education system is one of the most important segments of society. “Globally, education is regarded as a veritable instrument for the achievement of national goals. It is fundamental to the development of every nation and to a large extent dictates the likely pattern of the other sectors (Federal Republic of Nigeria, as cited in Mohammed & El-Jajah, 2019). In particular, education is an important means of individual and societal development. Individual development among others entails the transmission of worthwhile values which include skills, knowledge and planned activities that can develop learners’ potential for the development of a nation (Ochoyi & Donald, 2009). It is through the education system that a society transfers its worthwhile goals into the citizens through learning. Education thus becomes imperative for societal development.

Such benefits derived from education will not be easily achieved without the diligent performance of the teachers who are employed for that purpose. It is pertinent to stress that no organization can survive without effective utilization of people to achieve both the objectives and satisfaction of employees (Don-Baridam, as cited in Badom & Girigiri, 2021). The standard of a school is dependent on the teacher (Amie-Ogan & Onyebuchi, 2020). “This is because organizations consist of system and process, structure and goals while individuals come with personality, competence and need or expectations” (Tyagi, 2014, p. 27). The common factor across all successful education systems is the professional support given to them throughout their careers. Teachers of secondary schools are part of the civil service, and thus, the Nigerian civil service rules provide guidelines for the recruitment, appointment, training, promotion, transfer, discipline and final disengagement of teachers from service (Edirio & Egot, 2019). It thus transpires that the Rivers State Civil Service constituted by legislature is saddled with the responsibility of promoting civil servants including teachers, among other responsibilities. Secondary school teachers’ promotion is a work culture; there is the employment culture to promote employees after a stipulated period of time. The implementation of teachers’ promotion carries with it some additional pay which increases the salaries of teachers. Promotion has several benefits to a teacher:

Promotion is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus, workers now have higher purchasing power, are given the opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs (Amaka, 2013, p. 228).

Similarly, Eze (2004) affirmed that promotion helps to boost the morale of teachers.

However, teachers of public secondary schools, including junior and senior secondary schools have been in active service without promotion for the past ten years, despite the enshrinement in Article 77 Section 9 of National Policies on education that promotion will be conducted at all educational levels to allow for career growth. This therefore results in a form of distorted intragenerational mobility within the teachers’ occupational careers. This became serious that



organized labour which the teachers union is part of attempted to embark on industrial action. There is thus a wider assumption that the teachers' performance will be stalled. This stems from the views of Akuoko and Donkor (2012) that employees in organizations who are deprived of their promotions will be disconnected, subsequently leading to labour turnover. Adelabu (2005) as cited in (Wilson, 2016) averred that irregular promotions will affect teachers' job performance.

Owing to the considered ills of denied promotion, Amaka (2013) has this to say: some teachers experience stagnation and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pastures. This dissatisfaction can also be manifested in partial commitment to work, early retirement and resignation. This necessitates the curiosity to know the condition of the Rivers State teachers of public secondary schools. It is thus imperative to investigate the relationship between teachers' delayed promotion and performance.

Statement of the Problem

The teachers of public secondary schools are the human resources of the public schools that were hired so as for them to work towards the actualization of the goals of the education system. As such, they are assets in the educational sector. This is because the educational sector is the bedrock of a nation's development. Teachers are thus expected to perform to expectation so as to achieve the set goals for the public schools in Rivers State. The work of teachers is structured by the government that the teachers expect promotion on the job after some period of expending their labour power. Promotion is thus a civil service culture that serves as an upward mobility of the teachers, and which alters their job position to one that gives them more responsibility and attracts additional pecuniary benefits (Mohammed & El-Jajah, 2019).

Promotion is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus, workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs (Amaka, 2013, p. 228).

Besides, promotion of the teachers enhances their status in society and causes them to show more commitment and performance. Such teachers will be able to promote learning and students will achieve better (Vallerand, 2017). Demaki (2012) averred that teachers' promotion is positively related to job satisfaction. Teachers' promotion aids the boosting of their morale and motivates them to work towards achieving increased productivity (Eze, 2008).

Despite the aforementioned and other benefits associated with teacher promotion, teachers of public secondary schools in Rivers State have been denied promotion for the past years. This necessitated the willingness of the organized labour in Nigeria tasking Nyesom Wike, Governor of Rivers State, to among others address the issue of non-implementation of promotion by the Rivers State government since 2015 (Odoh, 2020). This is the reason Wilson (2016, p. 57) stressed that:

There is no doubt that the teachers, including those in UBE in Rivers State are poorly motivated in terms of moral support, societal recognition and value, and payment of certain allowances. This poor motivation affects teachers' morale for hard work and their relationship with the students, which in totality leads to the teachers' low productivity.



Similarly, (Amaka, 2013), affirms that some teachers experience denied promotion, and when this happens, it causes them to be demoralized, frustrated and dissatisfied with their jobs and look for more lucrative jobs. Such dissatisfaction as he opined can result in teachers' partial commitment to work. In another vein, Siburian (2013) posits that workers who are deprived of promotions have the likelihood of becoming disconnected from their organization and can cause labour turnover.

Furthermore, teachers working in the public schools in Rivers State, as observed, are highly displeased with the long years of denied promotions, and save for their ineffective labour union, they would have embarked on industrial actions owing to this promotion denial. In this way, their performance on the job seems to be affected; they tend to be dissatisfied with their job, exhibit low morale and frequently absent themselves from work, including displaying a seeming low performance. Thus, Amie-Ogan and Onyebuchi stressed that "teachers are most times accused for the decline in the standard of education. They have been accused of abandoning their jobs for more profitable ventures while some professionally qualified teachers have abandoned the classroom for more lucrative employment. It is also observed that the remaining few in the sector are not optimally performing in their jobs to the satisfaction of the society."

These assumptions about teachers in Rivers State and their performance, and while taking cognizance of the fact that education is the bedrock of a society's sustainable growth and development, attracts the researchers' curiosity about the situation. Such curiosity became stronger owing to the dearth of research in this area. It is therefore pertinent for this study to investigate the relationship between delayed promotion of public school teachers in Rivers State and their performance. This study will thus fill such gap in knowledge.

Objectives of the Study

The general objective of the study was to examine how delayed promotions of public secondary school teachers affect secondary school teachers' performance in Rivers State.

The specific objectives were

- (i) To investigate how delay in promotion of secondary school teachers affects teachers' willingness to perform effectively in Rivers State.
- (ii) To ascertain the influence of delay in promotion of teachers of public secondary schools on teachers' regular attendance to work in Rivers State.
- (iii) To investigate how delay in promotion of public secondary school teachers affect teachers' promotion of learning in Rivers State.

Research Questions

The following research questions guided the study:

- (i) How does delay in promotion of public secondary school teachers affect teachers' willingness to perform effectively in Rivers State?
- (ii) How does delay in promotion of public secondary school teachers influence teachers' attendance to work in Rivers State?



(iii) What is the effect of delay in promotion of public secondary school teachers on the teachers' promotion of learning in Rivers State?

Hypotheses of the Study

The following hypotheses were proposed to guide the study:

- (i) Delay in promotion of public secondary school teachers causes teachers' reluctance to work effectively in Rivers State.
- (ii) Delay in promotion of public secondary school teachers leads to teachers' frequent absenteeism on the job in Rivers State.
- (iii) Delay in promotion of public secondary school teachers is a reason for teachers' reduced promotion of learning in Rivers State.

LITERATURE REVIEW

This section of the study gives practical attention to the conceptual and empirical review of literature. In the aspect of the conceptual review, the concepts and variables of the study such as promotion, teachers and performance are conceptualized and reviewed, and then the aspect of empirical review focuses attention on the review of relevant empirical studies conducted by other researchers taking cognizance of the variables of this study. In this way, we will properly understand the variables of this study so as to aid an ideal operationalisation of the variables and also help to enhance clarity and identification of the gap in other studies which will be the point of departure in this study.

Promotion: "Promotion means an improvement in pay, prestige, position and responsibilities of an employee within his or her organization" (Aswathappa, 2004, p. 453). Similarly, Lazear (2000) defines promotion as a significance and compensation. "Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility" (Mohammed & El-Jajah, 2019, p. 41). Promotion brings more money and a higher motivating effect and is considered a means of recognizing individual performance. In the opinion of Mathis et al. (as cited in Haryono, Supardi & Udin, 2020, p. 2108), promotion takes place when an employee is moved from one position to another that brings him higher reward, responsibility and level in the organization. "Promotion is an increase in the position of an employee from a previous position to a higher position" (Yamin, Sakawati & Putri, 2019, p. 329). In the same way, Kinicki and Fugate (2017) argue that job promotion takes place when an employee is moved from one job to another, which attracts a higher pay, responsibility and level. It then serves as a way of motivating workers. It is through promotion that a worker gains intragenerational mobility within their career occupation. This is why it motivates workers and can also cause workers' dissatisfaction if promotion is denied workers or carried out in an unjust manner. Large aspects of work life depend on promotion. This is the reason Phelan and Lin (2001) contend that promotion systems affect almost all aspects of organizational lives. Promotion as a higher mobility level of workers according to legislation has specified years a worker will exercise his duties before promotion. The Nigeria public service rules (as cited in Edino & Egot, 2019) stressed the provision of the civil service rule as follows:



- (a) All officers who fall within the field of selection for any promotion exercise shall be considered except those who are under disciplinary action. The minimum number of years expected of an officer to spend in a work post before being considered eligible for promotion shall be as follows:

Officers on grade level 07–14: minimum of 3 years.

Officers on grade level 15–17: minimum of 4 years.

The national policies of education, Article 77, Section 9 similarly states that promotion opportunities will be created at every educational level so as to enhance professional growth at each level. It transpires then that a teacher who receives desired promotion at a due time will carry out his duties efficiently and perform well to help in the actualization of the *raison d'être* of the organizations. According to Aswathappa (2004) the purposes of promotion include:

1. To motivate employees to higher productivity.
2. To attract and retain the service of qualified and competent people.
3. To recognize and reward the efficiency of an employee.
4. To increase the effectiveness of the employee and of the organization.
5. To fill up higher vacancies from within the organization.
6. To build loyalty, morale and a sense of belongingness in the employee.
7. To impress upon others that opportunities are available to them too in the organization, if they perform well. Promotion is of varied categories; hence, the following classes of promotion have been identified.
 - (i) Horizontal Promotion: This is the type of promotion that involves additional responsibilities and pay, and a change in designation; the employee does not, however, transgress the job classification. For example, a master grade two teacher is promoted as a master grade one teacher. This type of promotion is also called 'upgrading' of the employee's position.
 - (ii) Vertical Promotion: This is a type of promotion that entails a greater responsibility, prestige and salary, and also a greater change in the nature of job role. A class teacher may assume the position of principal.
 - (iii) Dry Promotions: This kind of promotion "is sometimes given in lieu of increases in remuneration. Designations are different but no change in responsibilities. The worker promoted may be given one or two annual increments.

In assessing the kinds of promotion given to teachers, horizontal and vertical promotions are the dominant types of promotions teachers receive. This is based on the grade level a teacher is promoted to.

Deducing from the literature on promotion, the researchers conceptualize promotion as an intragenerational career mobility of an employee which changes his present job grade or



position and gives him an associated higher job responsibility and/or incremental pay as a result of the new position.

Teacher: A teacher, in the opinion of Ehiamentor and Osagie (1999), refers to any qualified and knowledgeable individual who helps students or pupils in the acquisition or change of skills, attitudes, knowledge, ideas, values, etc. which will enable the students to use them in performing various roles and functions in their lives.

Jonah (2019), conceiving a teacher from the history of the teaching profession, defines a teacher “as any person trusted by society or nation, based on his skills, knowledge and good conducts, to care for the young or new members of the society, so as to stamp in the culture and visions or aspirations of the group,” UNESCO attached much importance to the work of a teacher when it stressed in its documents that teachers have the direct impact on the daily educational experiences of children owing to their task of translating national policies into practical action in schools. In the views of Maslow and Mohr (1999), the teacher is a subjective person who is involved in classroom learning as he is fondly involved in teaching, grading of papers, taking attendance and assessing the performance of students through the curriculum. In the secondary school, a student would on most occasions determine their aim and future career under the auspices of the teacher. Teachers hold the responsibility of raising the future of a nation through the children they teach. This explains the reason FRN (2013) averred in the national policy on education that education is a veritable instrument for raising the standard of Nigeria and realized that the quality of education of a nation is dependent on the quality of teachers it employs. Deduced from the foregoing, it is then easy to conceptualize a ‘teacher’. A teacher is conceptualized as a trained person in his discipline who is hired to help others to acquire knowledge, competencies, or values designed for the young minds.

Teacher Performance: Teacher performance, according to Duzé (2012), refers to teacher behaviour in the process of teaching-learning environment in such a way that laid down goals or expected tasks are successfully carried out. Performance should be conceptualized from two basic perspectives, namely behavioural performance which involves the actions of a worker towards laid down goals, and outcome performance which involves the outcome of the employees’ job (Campel, 1990; Kanfer, 1990; Reo, 1999).

Rogers (2015) has aptly given some indices to the measurement of teacher performance. These include teachers’ attendance and activity. The questions that should be asked in this measurement then are: Are teachers at schools? Are they teaching? According to Rogers, the merit of these indices is because teacher presence is essential for learning. Another index is, how well do teachers teach? Another approach is how well teachers promote learning. “Teachers’ performances are also measured by relating teachers’ behaviours with the duties and responsibilities expected of them within the school system and which are crucial to their actualization of set educational objectives” (Chen, as cited in Mohammed & El-Jajah, 2019). These indications are likely the reasons Amaele (2010) opined that the teacher is one whose job performance or potential is efficient, which is a determining factor of the success or failure of the educational system.

Teacher Absenteeism: According to the BBC English dictionary, absenteeism is defined as the fact or habit of frequently being away from work or school, without a good reason. Thus, teacher absenteeism in this study is conceptualized as the habit of a teacher frequently staying away from work without official permission and cogent reasons, thereby depriving the students



on these occasions. Teacher absenteeism is considered a great barrier to the school and also creates hurdles and difficulties to staff, thereby hindering the teachers from achieving the objectives of their work organization. Teacher absenteeism affects the output of students' work since it leaves them unattended to. Bray and Percy (as cited in Niamatullah, NaginaGul & Shah, 2020) maintained that teacher absenteeism affects the education system of a country. In the opinions of Capitan, Gagne, and Varlas (as cited in Miller, Murnane & Willett, 2007), there are myriads of mechanisms through which teacher absence may retard student achievement. Firstly, instructional progress may be "radically reduced when a regularly assigned teacher is absent. Secondly, there will be discontinuity of instruction and disruption of regular routines and procedures of the classroom" (Rundall, as cited in Miller, Murnane & Willet, 2007).

THEORETICAL FRAMEWORK

This research study will be explained using the expectancy theory. Although the development of this theory was based on the cognitive concepts of pioneer psychologists Kurt Lewin and Edward Toolman, and in the "choice behaviour and utility concepts from the classical economic theories" (Aswathappa, 2004), the version of Victor Vroom's expectancy theory will be adopted. This stems from the fact that Vroom formulates his version of expectancy theory directly aimed at work motivation. Vroom (1964) conceives expectancy as a "monetary belief concerning the livelihood that a particular act will be followed by a particular outcome." Expectancy theory is hinged on the proposition that work effort is directed towards behaviours that people believe will lead to desired outcomes. This entails the belief that workers direct efforts towards outcomes that help them fulfill their needs. "A basic premise of the expectancy theory is that employees are rational and not impulsive. They think about what they have to do to be rewarded, and how much the rewards mean to them before they perform their jobs" (Aswathappa, 2004, p. 330).

The theory maintains that there are levels of outcomes: first and second level outcomes. Performance which a worker achieves owing to his efforts and efficiency is the first level outcome, while the second level outcomes are the rewards either positive or negative that the first level outcome tends to produce. These among others are pay raise, promotion, peer acceptance and job security (Hellreigel, 2001 as cited in Aswathappa, 2004). It is the perception of individual workers that the first level outcomes are closely connected with second level outcomes; this is called instrumentality. Another element of the expectancy theory is individual workers' performance for second level outcome. This can entail earning a higher pay from being promoted on the job. Thus if the workers' level of expectancy, instrumentality and valence is low, their motivation will be low.

Expectancy theory is fitting to the study because teachers of public secondary schools in Rivers State were employed as the human capital assets of the education industry who are expected to put in their productive hours to enable the goals set for the education system to be achieved. Individual teachers expend efforts in the development of students physically, mentally, socially and technologically to make them function effectively in society (Karaba, 2007). In fact, carrying out the teaching work effectively by the teacher leads to the achievement of the goals of education. The system was structured on the idea of promoting teachers after some years of efficient work delivery. Such promotion is a form of intragenerational mobility for the workers within their occupational career. This is because a new level attracts a higher responsibility and



associated honour and dignity. It also attracts additional pay which increases their salaries. Unfortunately, such expectations of the teachers to be promoted as stipulated by law are denied them for simultaneously longer years. They thus think their effort on the job has rather produced a negative outcome and they will not seem very enamoured with their jobs. Teachers are rational beings who will think and act on their sense of deprivation by their employers. It is pertinent then that the teachers whose promotions are delayed will lose interest in the job and the performance level of the teachers will be affected. The school system will then be infested with teachers' non-performance. The goals set for the students and schools can only be achieved if the conditions of work that will enhance the release of teachers' potentials are created and sustained. It is only in this case that teachers in Rivers State public secondary schools will be motivated for the effective utilization of their talents and performance will be recorded. Otherwise, the teachers' expectancy and instrumentality will be low to motivate them to higher performance.

Empirical Reviews of Promotion and Performance

The concepts "promotion" and "performance" have been studied by several researchers, but with other variables and cross culturally. Wilson (2016) studied teachers' challenges and job performance under the universal basic education scheme in Rivers State. The paper was focused on the identification of the challenges teachers encounter in the discharge of their responsibilities and the impact which these challenges have on the Universal Basic Education (UBE) scheme. This study was qualitative and adopted the theoretical review. The study found among others that poor motivation, manpower imbalance, political influence on the appointment of teachers and inadequate workshop, and teaching facilities are teachers' challenges in the discharge of their duties. Although this study stressed that irregular promotions and salaries are included in the challenges, it did not focus on teachers' promotion and their performance. This leaves a gap.

In another study, Mohammed and El-Jajah (2019) investigated the payment of teachers' salary and promotion as correlates of teachers' job performance in senior secondary schools in Adamawa State, Nigeria. The research was quantitative. The study's findings revealed that there were significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in Adamawa State, Nigeria. Although the study was centered on the relationship between teachers' salary, promotion and performance, the scope differed from Rivers State, thereby creating a lacuna.

In a related study about teachers' performance in Rivers State, Asita and Austin (2019) conducted a study which investigated the development and teachers' performance in public secondary schools in Rivers State. Sample size of 400 was determined out of the population figure of 24,793. The result of the study showed that teachers in public secondary schools in Rivers State are "hardly trained or developed in the job." It also found that there is a significant relationship between facilities used by the teachers and their professional development. It also reveals that there is a significant relationship between teachers attending seminars and workshops and enhancement of their professional development in secondary schools in Rivers State, and a significant relationship between teachers' certification and their professional development in secondary schools in Rivers State. The research focused on teachers' professional development toward their performance. This leaves a gap for the present study.



Furthermore, Oluoma, Anele and Wordu (2021) conducted a study on promotion and teachers' performance in Rivers State. The study was quantitative. It also adopted cross-sectional research design. The sample size of 393 was determined from the population figure of 23,573. Contradictorily, they stated in the abstract that only 271 copies of the instrument were found to be valid. This can result in sampling error which may distort the findings of the study. The study found that there is a significant relationship between promotion stagnation and teachers' work output. Also, it found that there is a significant relationship between promotion stagnation and teachers' absenteeism. Although some values seem to have been taken for the variables, the variables were not conceptualized, nor were they measured. In addition, teacher performance is different and therefore its indicators should be pointed out. In this case, more indicators of performance should be used. This in my opinion is worrisome, which necessitates a thorough study to test this study, taking cognizance of these pitfalls.

In a similar way, Osuji, Wey-Amaewhule and Dike did a study entitled "Academic Staff and Job Performance in Public Senior Secondary Schools in Rivers State." The study adopted correlation research design. Multistage sampling technique was adopted to determine the sample size of 526 from the population of 7,179 which included teachers and principals. The study was quantitative. The study found that there is a relationship between the availability of teaching facilities, performance appraisal and job performance of teachers. In spite of the study's focus on teachers' performance, it studied other variables in addition to performance, thus leaving a gap for promotion and performance of teachers.

Finally, a study which investigated performance related pay and teachers' job effectiveness in public secondary schools in Rivers State was undertaken by Onyekachi and Amiso (2022). The study was quantitative. The study's population was estimated at 7,123 and adopted the random stratified sampling technique to select 36 teachers in each of the 23 local government areas of Rivers State, totaling 850. The study found that there is a significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State; it also revealed that there is a significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State. Furthermore, it revealed that there is a significant relationship between "13th month and teacher job effectiveness in public secondary schools in Rivers State." However, the study did not conceptualize teacher performance and therefore failed to operationalize the concept "teacher performance." It also did not concentrate on promotion, but treated pay. This creates a gap. Hence, this present study intends to fill the gap left.

MATERIALS AND METHODS

The study adopted cross sectional research design and generated data using survey design. This is because survey research makes a correlation research possible. Secondary data were gotten from textbooks, journal articles and other internet articles, while the primary source of data was the questionnaires which were administered to 393 respondents in ten schools, five junior secondary and five senior secondary schools in Rivers State. One school was selected in each local government area of the state. Also, through the simple random process, sample elements were selected. Rivers State senior secondary schools has a population of 10,565 teachers, while the junior secondary school teachers in Rivers State have a population of 25,650 (Sasu, 2022). When the two population figures are added together we have 36,215 which becomes the

population of the study. The Taro Yamane statistical formula was utilized to determine the sample size from the population. The formula is as follows:

$$n = \frac{n = N}{1 + N(e)^2}$$

where

n = the Sample Size

N = Population Size

e = Level of Precision (Significance) at 0.05

When this formula was applied to our sample, we had 396. It is important to note that although the study was intended to involve 396 participants, only 393 of the sample unilaterally participated in the study, thus reducing the sample size to 393. This gives us a meagre 0.7 percent attrition rate which is good for the study. The retrieved copies of questionnaire were analysed using descriptive statistics and frequency distribution, while chi square statistics was utilized in the test of hypotheses.

Frequency Distribution of Respondents' Demographic Variables (October, 2022)

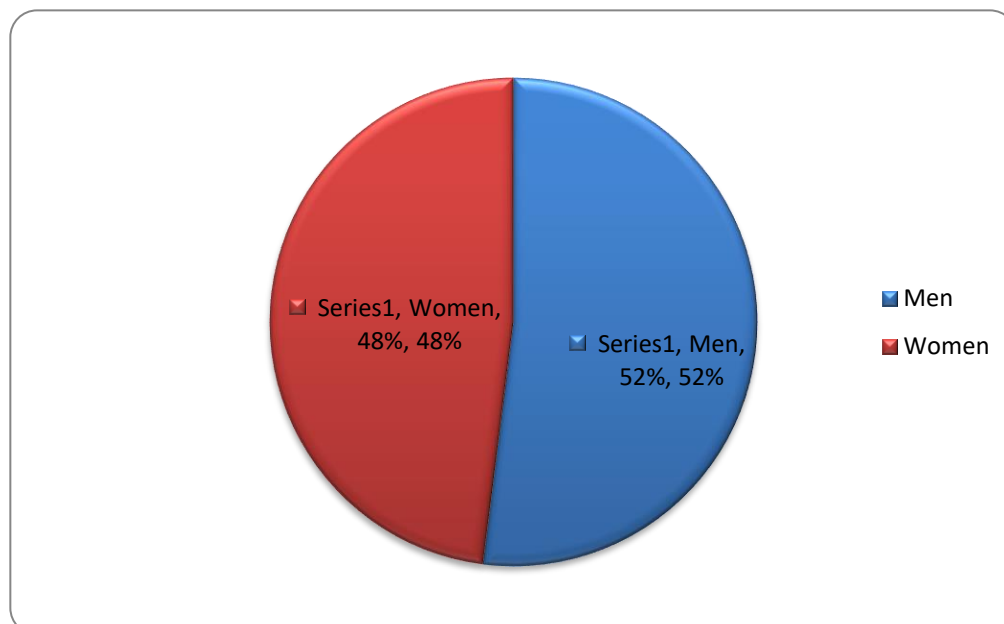


Fig. 1: Sex of Respondents

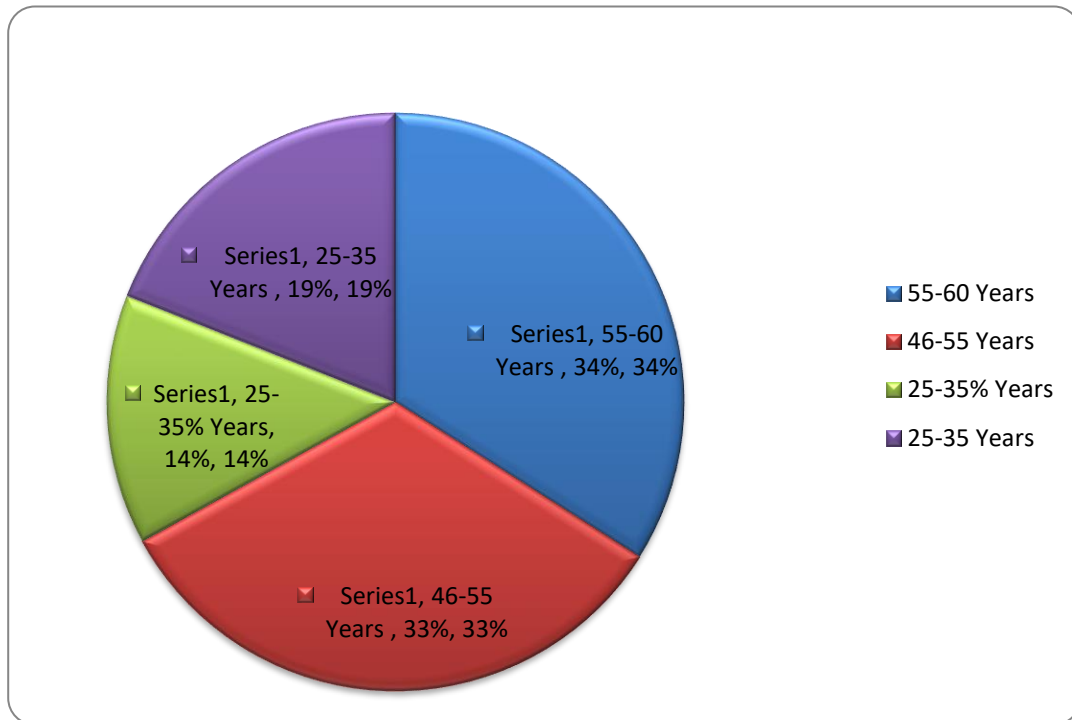


Fig. 2: Age of Respondents

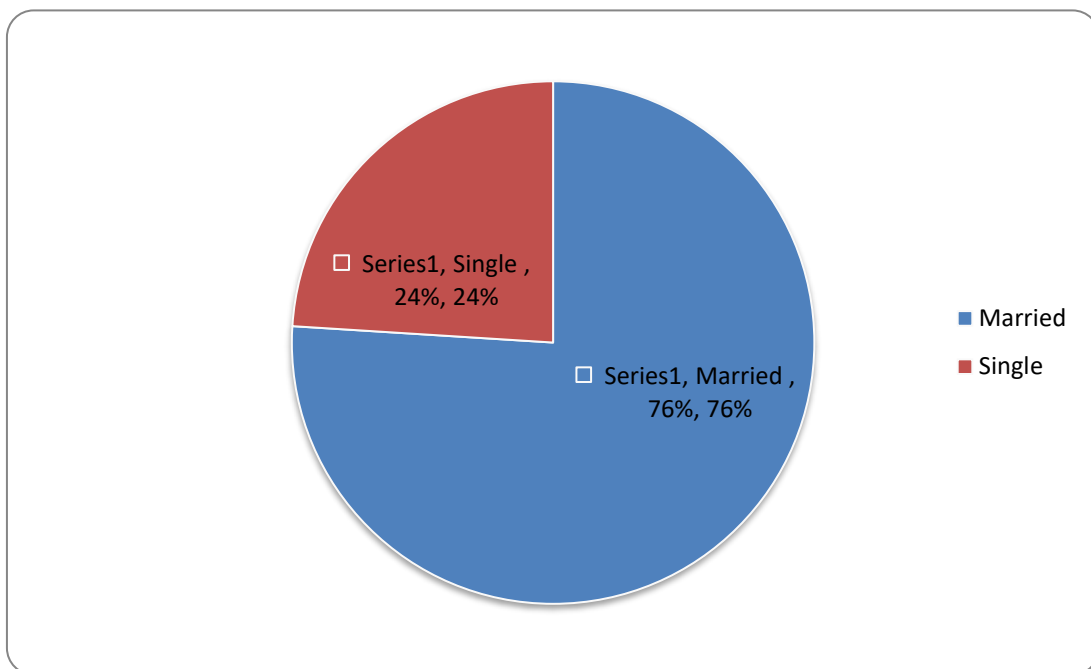


Fig. 3: Marital Status of Respondents

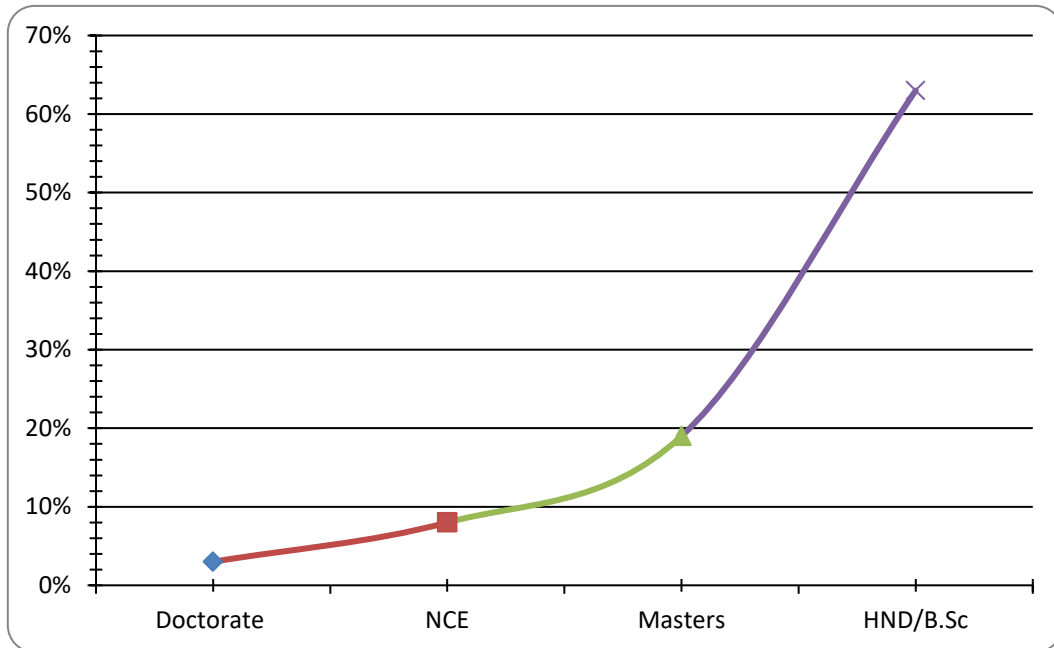


Fig. 4: Level of Education of Respondents

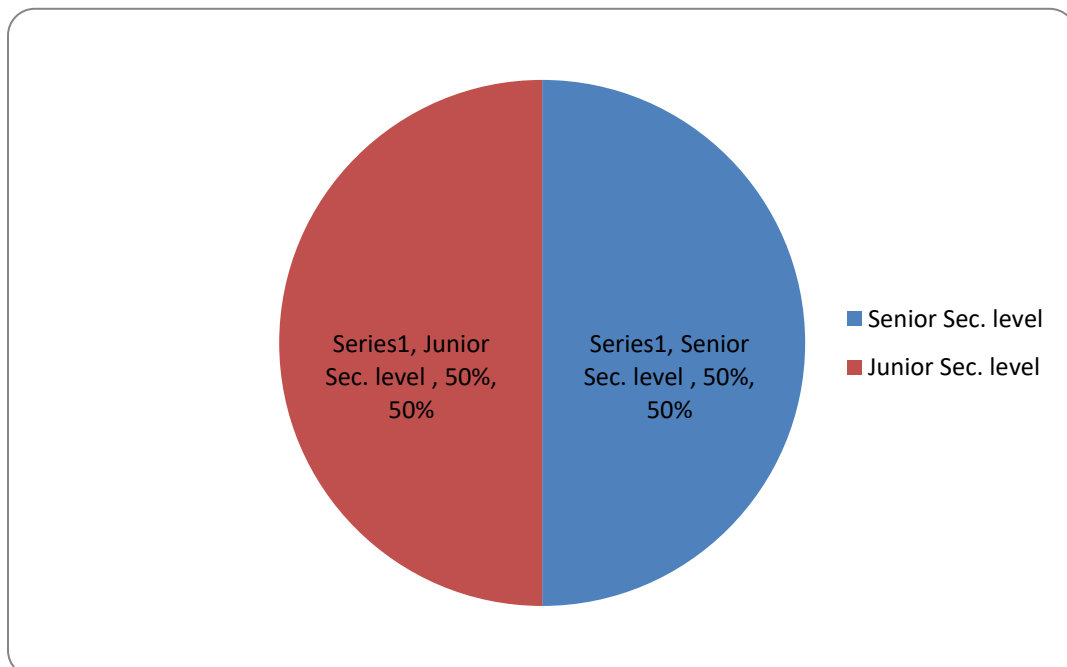


Fig. 5: What Level do You Teach?

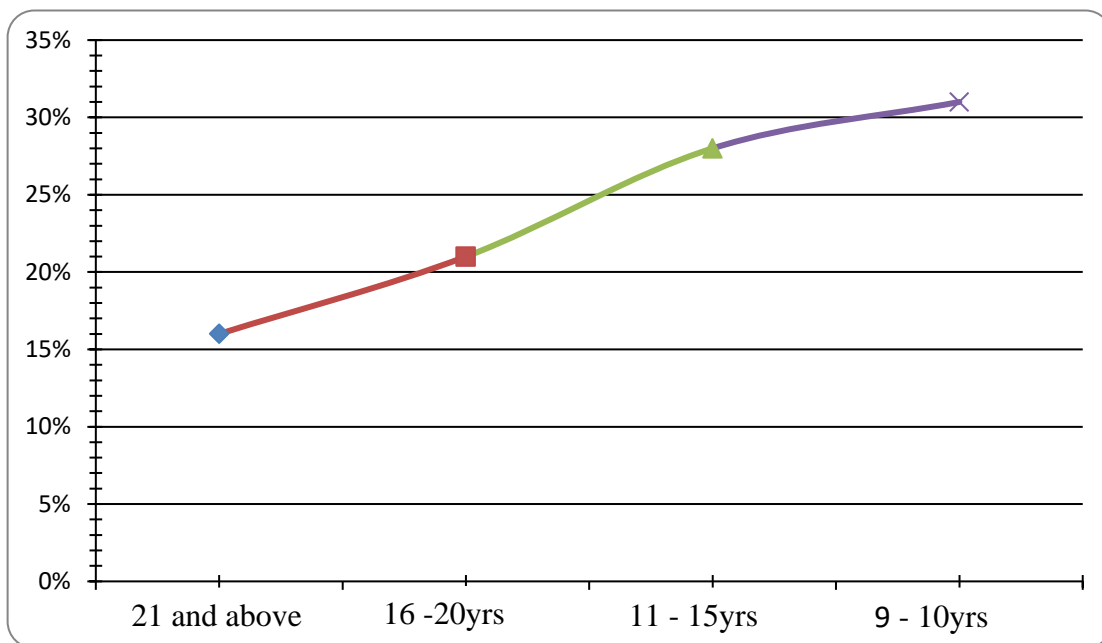


Fig. 6: Number of Years on the Job

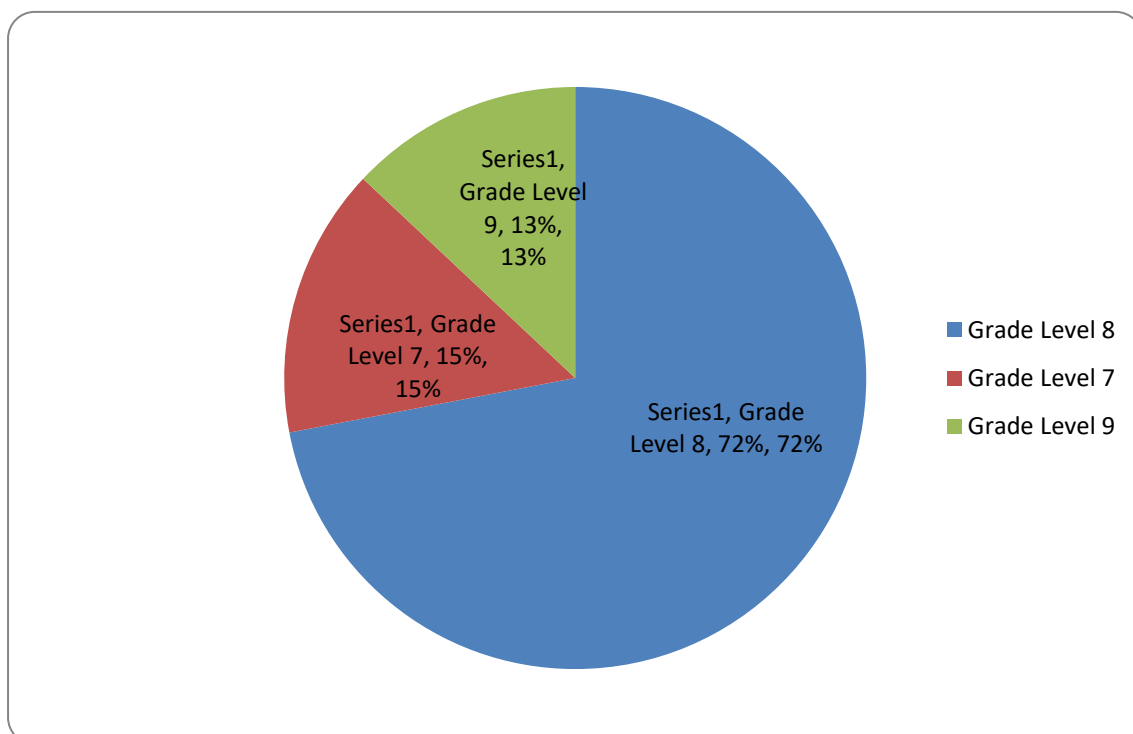


Fig. 7: Level on Employment

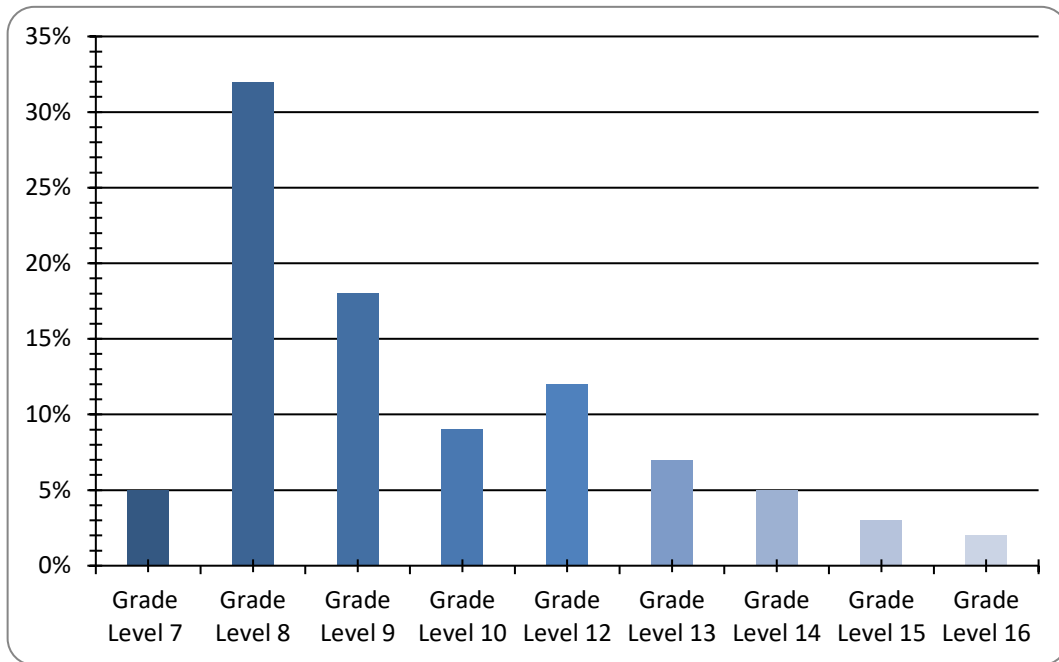


Fig. 8: Present Level

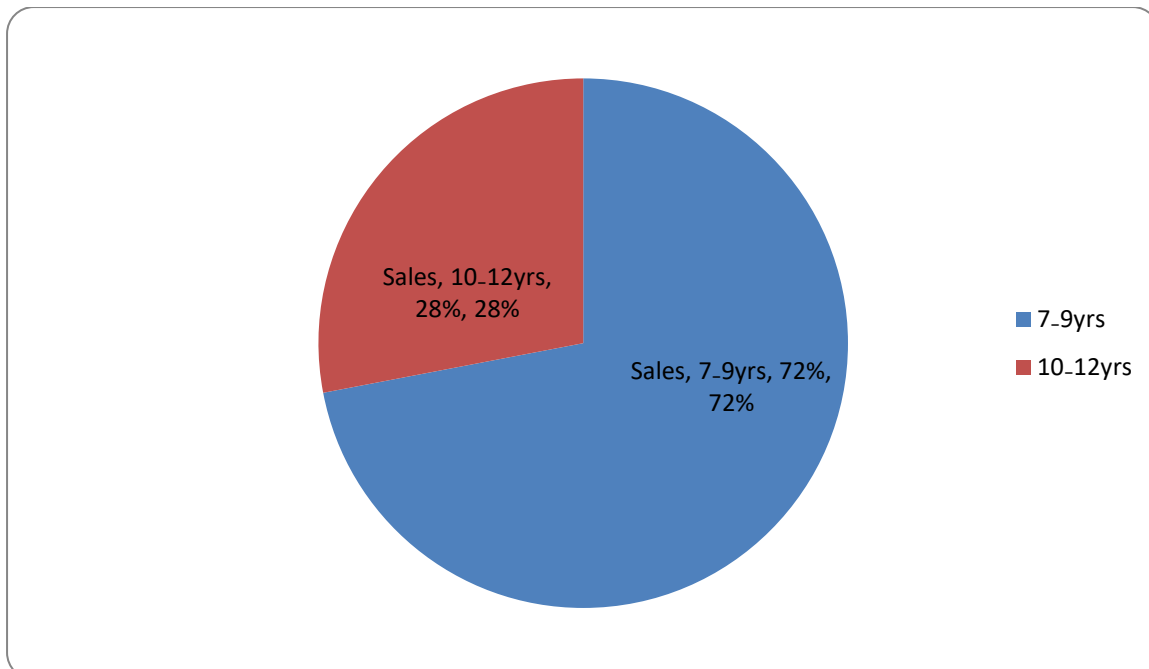


Fig. 9: Number of Years Worked without Promotion

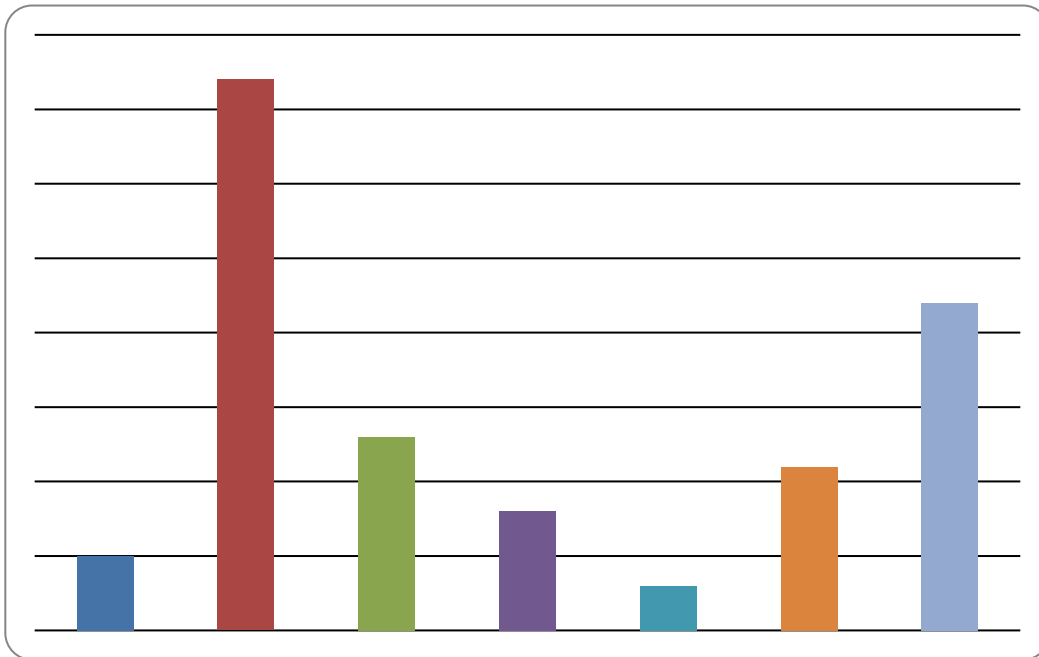


Fig. 10: Expected Level if Promoted

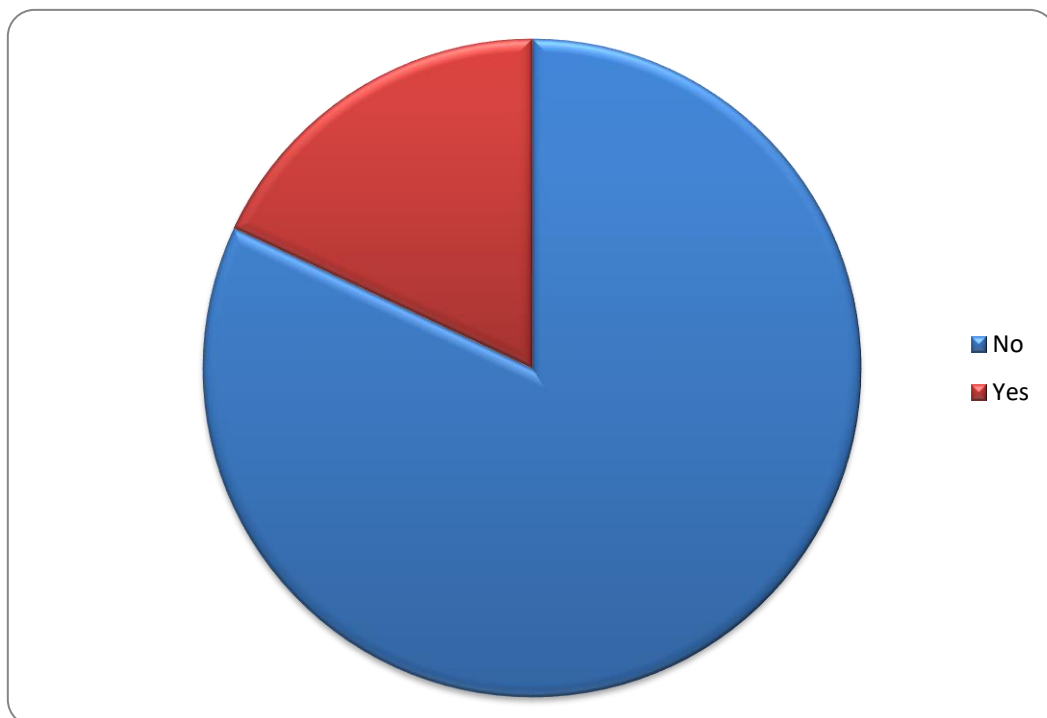


Fig. 11: Have you been promoted without the relevant pay?



RESULTS AND FINDINGS

Hypothesis One

Ho: There is no relationship between delayed promotion of public secondary school teachers and the teachers' reluctance to work effectively in Rivers State.

S/N	Items	SA	A	D	SD
1.	I think that delay in promotion of public secondary school teachers causes teachers not to give adequate attention to students.	102(26%)	175(44%)	97(25%)	19(5%)
2.	I perceive that delay in the promotion of public secondary school teachers to new grade levels causes them to deliver lessons that are not interesting.	90(23%)	125(32)	115(29%)	63(16%)
3.	I feel that delay in the promotion of public secondary school teachers to new salary grade levels causes poor lesson preparation on their part.	120(30%)	145(37%)	58(15%)	70(18%)
4.	I perceive that delay in the promotion of public secondary school teachers to an upward salary grade level makes them feel reluctant to teach their subjects daily.	168(43%)	115(29%)	70(18%)	40(10%)
5.	I think that delay in the promotion of public secondary school teachers makes teachers not teach to cover the scheme of work.	98(25%)	126(32%)	130(33%)	39(10%)

Table 1: Contingency Table Showing Observed and Expected Frequencies

S/N	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1.	102(115.6%)	175(137.2%)	97(94%)	19(46.2%)	393
2.	90(115.6%)	125(137.2%)	115(94%)	63(46.2%)	393
3.	120(115.6%)	145(137.2%)	58(94%)	70(46.2%)	393
4.	168(115.6%)	115(137.2%)	70(94%)	40(46.2%)	393
5.	98(115.6%)	126(137.2%)	130(94%)	39(46.2%)	393
Σ	578	686	470	231	1,965



$$X^2 = 125.142$$

DF = (r - 1) (c-1), where r is the number of rows and c is the number of columns.

DF = (4 - 1) (5 - 1) = 3 x 4 = 12, at 0.05 level of significance

The table value of x^2 at 12 degree of freedom = 21.026

Decision: Since the computed value of $x^2 = 125.142 > x^2 = 21.026$, we reject the null hypothesis and accept the alternative hypothesis which maintains that there is a relationship between delayed promotion of public secondary schools teachers and the teachers' reluctance to work effectively.

Hypothesis Two

H₀: There is no relationship between delayed promotion of public secondary school teachers and teachers' frequent absenteeism on the Job in Rivers State.

S/N	Items	SA	A	D	SD
1.	I perceive that delay in promotion of public secondary school teachers causes them to be regularly absent from work.	184(47%)	116(29%)	70(18%)	23(6%)
2.	I feel that delay in promotion of public secondary school teachers to new salary grade levels causes them to regularly go for other profit making activities during school periods.	97(25%)	168(43%)	92(23%)	36(9%)
3.	I feel that delay in the promotion of public secondary school teachers to new salary grade levels causes them to be frequently not available for the students.	85(22%)	176(45%)	104(26%)	28(7%)
4.	I assume that the delay in promotion of public secondary schools teachers to new salary grade levels causes them to select only a few days to go to work in a week.	103(26%)	141(36%)	93(24%)	56(14%)
5.	I think that delay in promotion of public secondary schools teachers to new salary grade levels causes them to frequently stay away from classroom duties even when they are within school premises.	123(31%)	98(25%)	90(23%)	82(21%)

**Table 2: Contingency Table Showing Observed and Expected Frequencies**

S/N	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1.	184(118.4%)	116(139.8%)	70(89.8%)	23(45%)	393
2.	97(118.4%)	168(139.8%)	92(89.8%)	36(45%)	393
3.	85(118.4%)	176(139.8%)	104(89.8%)	28(45%)	393
4.	103(118.4%)	141(139.8%)	93(89.8%)	56(45%)	393
5.	123(118.4%)	98(139.8%)	90(89.8%)	82(45%)	393
Σ	592	699	449	225	1,965

$$X^2 = 142.307$$

Degree of freedom = $(r - 1)(c - 1)$, where r is the number of rows and c is the number of columns.

DF = $(4 - 1)(5 - 1) = 3 \times 4 = 12$, at 0.05 level of significance

Decision: Since the computed value of $x^2 = 140.309$ is greater than the table value, 21.026, we therefore reject the null hypothesis and retain the alternate research hypothesis upholding that there is a significant relationship between delayed promotion of public secondary school teachers and teachers' frequent absenteeism on the job in Rivers State .

Hypothesis Three

H₀: There is no relationship between delayed promotion of public secondary school teachers and teachers reduced promotion of learning in Rivers State.

S/N	Items	SA	A	D	SD
1.	Owing to the fact that I am delayed to be promoted to a new salary grade level, I feel like not giving adequate attention to my teaching job.	157(39%)	82(21%)	66(17%)	91(23%)
2.	I think that delay in promotion of public secondary school teachers to new salary grade levels causes teachers' loss of interest in giving their time to regular marking of homework.	76(19%)	107(27%)	121(31%)	89(23%)
3.	I feel that because of delayed promotion to a new salary grade level, teachers do not have the zeal to waste time repeating themselves even if the students seem not to understand the lesson.	84(21%)	82(21%)	146(37%)	81(21%)



4. Since many years have passed without promotion to a new salary grade level, I feel that teachers teach without showing interest in understanding why students behave badly. 127(32%) 89(23%) 84(21%) 93(24%)
5. I think that delay in promotion of teachers to new salary grade levels causes teachers to lose interest in the job of teaching students. 110(28%) 128(32%) 85(22%) 70(18%)

Table 3: Contingency Table Showing Observed and Expected Frequencies

S/N	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1.	154(110.2%)	82(97.6%)	66(100.4%)	91(84.8%)	393
2.	76(110.2%)	107(97.6%)	121(100.4%)	89(84.8%)	393
3.	84(110.2%)	82(97.6%)	146(100.4%)	81(84.8%)	393
4.	127(110.2%)	89(97.6%)	84(100.4%)	93(84.8%)	393
5.	110(110.2%)	128(97.6%)	85(100.4%)	70(84.8%)	393
Σ	551	488	502	424	1,965

$$X^2 = 98.903$$

Degree of freedom = $(r - 1)(c - 1)$, where r is the number of rows and c is the number of columns.

DF = $(4 - 1)(5 - 1) = 3 \times 4 = 12$, at 0.05 level of significance

Decision: Since the computed value of $\chi^2 = 98.903$ is greater than the table value, 21.026, we therefore reject the null hypothesis and retain the alternate research hypothesis, upholding that there is a significant relationship between delayed promotion of public secondary school teachers and teachers' reduced promotion of learning.

DISCUSSION

This research was conducted to examine the relationship between delayed promotion of public-school teachers and teachers' performance in Rivers State. In this bid, some research questions which derive from the topic were asked. In the circumstance, corresponding hypotheses were posed and tested. The first finding is relatively derived from the first hypothesis which corresponds with the first objective and research question. In this way, we revisited the first research question and its corresponding hypothesis was tested. It was revealed that there is a significant relationship between delayed performance of public secondary school teachers and teachers' reluctance to work effectively. This means that delayed promotion of public secondary school teachers causes low performance of teachers. Promotion was conceptualized and operationalized; as such, the abstract concept of promotion was linked to its empirical indicants; those who are promoted are understood to attain new salary level, but those whose



promotions are delayed are refused to be moved to the necessary and right salary level even after a reasonable number of years after such promotions are expected. This finding corroborates the outcome of the studies in Onyekachi and Amiso (2022) which states that there is a significant relationship between promotion and teacher job effectiveness in Rivers State.

In the second place, the second hypothesis was tested and the result shows that there is a significant relationship between delayed promotion of public secondary school teachers and teachers' frequent absenteeism on the job in Rivers State. This means that delayed promotion of public secondary school teachers in Rivers State to new salary grade levels lead the teachers to be frequently absent from work. This lends credence to the findings in Oluoma, Anele and Wordu (2022) which revealed that there is a significant relationship between promotion stagnation and teachers' absenteeism. What this means is that delayed promotion of secondary school teachers in Rivers State causes teachers to be frequently absent from the teaching job; hence, students will be deprived of what they should have learnt. Thus, the goal of the education system will not be achieved.

From the test of the third hypothesis which corresponds with its research objective and research question, it was found that there is a significant relationship between delayed promotion of Rivers State public secondary school teachers and teachers' reduced promotion of learning. This establishes the fact that when teachers stay on one salary level for a long time, it will cause teachers' reduced promotion of learning. If teachers do not promote learning, the learners will suffer adversely, as effective learning will not be acquired by the students.

CONCLUSION

Owing to the findings of the study, we conclude that:

1. There is a significant relationship between delayed promotion of public secondary school teachers and teachers' reluctance to work effectively in Rivers State.
2. There is a significant relationship between delayed promotion of public secondary school teachers and teachers' frequent absenteeism on the job in Rivers State.
3. There exists a significant relationship between delayed promotion of public secondary school teachers and teachers' reduced promotion of learning in Rivers State.
4. Delayed promotion therefore negatively affects the performance of public secondary school teachers in Rivers State.



RECOMMENDATIONS

The following recommendations are hereby proffered:

1. Regular promotion of teachers: The civil service rule of regular promotion to a new salary grade level after three years should be maintained by the government.
2. There should be constitutional provision to regulate teachers' regular promotion and to set punitive measures which deterrents must face to eschew executive rascality and impunities which cause delay in the promotion of teachers.
3. Labour union should be more vibrant in negotiating teachers' regular promotion: It is the responsibility of the labour union to which teachers belong to act and negotiate on the welfare of teachers.
4. The government should be more responsive: It is the responsibility of the government to execute its laws, policies and norms concerning work and civil servants. As such, the government should make it an obligation not to fail in their expectations of promoting teachers so as to achieve the goals of education as spelt out.
5. Teachers should not keep mute over delayed promotion: It is the responsibility of teachers to speak out to the knowledge of society about their plight with respect to delayed promotion in order to acquaint stakeholders of the education system to call the attention of government, so as to enhance speedy response of the government.

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