



## Influence of Promotion and Conducive Working Environment on Teachers' Productivity in Public Secondary Schools in Kaduna State

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### ABSTRACT

The study explored the influence of promotion and conducive working environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. The objective was transcribed into two research questions and two hypotheses respectively. The study employed the use of survey research design. The target population of the study made up of 46 principals, 1183 teachers and 12 education officials from Zaria Local Government Area, Kaduna State. A sample size of 9 principals, 237 teachers and 2 education officials, totalling 248 respondents were used in the study. The study sample size represented 20% of the entire population drawn using random sampling technique. The instrument titled "motivation and teachers' productivity questionnaire (MTPQ)" was used for data collection in the study. The instrument was pilot tested and reliability coefficient of 0.84 was obtained. The data collected in study was analysed using descriptive statistics of frequency, mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance. Findings of the study showed that promotion influences teachers' attitude towards productivity in public secondary schools in Zaria Local Government in Kaduna State; and conducive working environment go a long way to enhance teachers' optimum productivity in public secondary schools in Zaria Local Government in Kaduna State. Based on the findings of the study, it was recommended among others that Kaduna State Government should always ensure that staff who are due for promotion are promoted as a way of boosting their morale.

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### INTRODUCTION

Motivation can also be affectedly the social context. This context comprises the organizational values and culture, leadership and management as well as groups or teams in which people work. This attitude greatly discouraged academically

able young men and women from enrolling in teacher training courses. Many teachers resorted to other employment even those left do not provide the quality of education expected of them (World Bank 1990). Motivation is closely related to productivity not merely job satisfaction which was a



characteristic of motivated employees or quality of work life improvement programmes which was aimed at creating a situation of motivation. Therefore, for teachers to be motivated, they need to create an environment in which higher levels of motivation are maintained.

According to Okumbe (1998) motivation is defined as a physiological or psychological deficiency or need that activates behaviour or a drive that is arrived at a goal or incentive. According to Balunywa (2003), motivation is the inducement of a desired behaviour within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move. Webster's dictionary (2002) defines the concept motivation as the act or process of moving or drive, or an incentive. However, the process of motivation usually started with someone recognizing unsatisfied needs, then establish a goal to be achieved and thus satisfying the need and accomplishing the goal (Maslow, in Zalwango, 2014).

Teachers' productivity is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines productivity as the act or process of carrying out something or execution of an action or a repetitive act or fulfilment or implementation (Hornby, 2000). In this respect, teacher productivity connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve production and use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of students, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling. Therefore, teachers' productivity is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside

the classroom. Teacher productivity in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Secondary education is the education children received after the primary education and before the tertiary stage (Federal Republic of Nigeria – FRN, 2009). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. While in specific terms, secondary education is to provide:

- a. all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background;
- b. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. provide trained manpower in the applied science, technology commerce at sub-professional grades;
- d. develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage;
- e. inspire students with a desire for self-improvement and achievement of excellence;
- f. foster National Unity with an emphasis on the common ties that unite us in our diversity;
- g. raise a generation of people who can think for others, respect the dignity of labour, appreciate those values specified under our broad national goal and live as good citizens; and
- h. Technical knowledge and vocational skills necessary for agricultural, industrial,



commercials and economic development of the society.

In other to achieve these stated goals, secondary education is based on six (6) years duration, given in two stages, Junior Secondary School (JSS) and the Senior Secondary School (SSS) stages with each having a three years duration. The FRN (2009) stated that, the junior secondary school shall be both pre-vocational and academic as well as tuition free, Universal and established to teach basic subjects that would enable pupils to acquire further knowledge and skills. On the other hand, the senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupil's knowledge and out-look.

It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy (Adagala, 2011). Reporting from a study done in the public secondary schools focusing on factors influencing teachers' job performance in the rural Obigala Village in Nigeria, Emenike (2011) observed that teachers who obtained regular promotions were more motivated to increase their levels of work performance than those who were static on their grades.

In conformity to Emenike's study findings, Wagunda (2013) research study based on the implementation of strategic plans in public secondary schools in Rachuonyo South Sub-County discovered that implementation of strategic plans was unsatisfactory because majority of the implementations lacked training given that they occupied low administrative positions in the schools hierarchies. Focusing on a

survey of motivational factors on the performance of students in internal examinations in Bureti Constituency in Kericho County, Langat (2013) observed that failure to promote teachers encourages apathy in taking up assigned responsibilities among them in most learning institutions.

Working condition offers an atmosphere upon work done. Its components include availability of working tools and equipment, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivators (Olango, 2011). More often, some supervisors demand a lot of effort from subordinates in the execution of task with little regard to provide necessary tools and resources required for effective discharge of duties (Ondigo, 2011). Reporting from the study findings conducted at Oyugis Town Council on factors influencing employee performance in local authorities, Odhiambo (2009) observed that many council workers operated briefcase offices in the corridors of the Town Hall due to insufficient working spaces.

The indispensable and noble profession of teaching is confronted with the problem of poor morale, low and late payment of salary, infrastructural deficit (like well-equipped laboratories, libraries etc.), incommensurate reward for the extent of work, low budget or funding of school operations, constant agitation for salary increase, incentives, and better working conditions. Therefore, this leads to poor planning and disillusionment of teachers. Also, it further translates into inefficient professional conducts and students' underachievement in Zaria Local Government in Kaduna State.



Optimum productivity is the desire of government and education stakeholders, but motivating teachers who are regarded as one of the ingredients to achieve greater productivity in school is usually not given the necessary attention. Many reasons are cited for this insensitive attitude of employers. For example, some management think it is a complete waste of financial resource to sponsor teachers on in-service training. Others too are of the view that it is an additional cost of production to grant promotion at certain appropriate intervals in the teaching service. To some, the right strategy to adopt in ensuring conducive working environment and prompt payment of salary is not known. This and many more are the reasons for problems associated with motivation.

It is such a situation that prompted the researcher to conduct a study to establish how regular payment of salary, in-service training, conducive working environment and promotion would lead to an optimized teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

#### **Objectives of the Study**

This study was set out to:

1. Find out the influence of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State; and
2. Examine the influence of conducive working environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

#### **Research Questions**

The following research questions were answered in the study:

1. What is the influence of promotion on teachers' productivity in public

secondary schools in Zaria Local Government in Kaduna State?

2. What influence does conducive working environment have on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

#### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

H0<sub>1</sub>: There is no significant influence of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

H0<sub>2</sub>: There is no significant influence of conducive working environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

#### **METHODOLOGY**

The study employed the use of survey research design. The target population of the study was made up of 46 principals, 1183 teachers and 12 education officials from Zaria Local Government Area, Kaduna State. A sample size of 9 principals, 237 teachers and 2 education officials, totalling 248 respondents were used in the study. The study sample size represented 20% of the entire population drawn using random sampling technique. The instrument titled "motivation and teachers' productivity questionnaire (MTPQ)" was used for data collection in the study. The instrument was pilot tested and reliability coefficient of 0.84 was obtained. The data collected in study was analysed using descriptive statistics of frequency, mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance.



**Data Analysis**

**Research Question One:** What is the influence of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question three is presented in table 1.

**Table 1:** Influence of Promotion on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Regular promotion of teachers result to increase productivity.	Principals	4	3	1	1	-	3.888	1.054
		Teachers	1	93	67	43	33	2.940	1.071
		Edu Officials	-	-	-	2	-	2.700	0.004
2.	Consistent promotion help teachers to focus more attention on their primary work role.	Principals	-	5	3	1	-	3.833	1.000
		Teachers	137	2	55	19	24	3.312	1.001
		Edu Officials	-	1	-	1	-	2.500	2.121
3.	Delay promotion decreases teachers' productivity in secondary school.	Principals	-	5	1	3	-	3.726	1.481
		Teachers	11	133	42	50	1	3.265	0.952
		Edu Officials	1	-	-	-	1	3.000	2.828
4.	Teachers who are due for promotion are first considered before others.	Principals	7	-	1	1	-	3.955	1.013
		Teachers	117	1	27	49	43	2.932	1.201
		Edu Officials	-	-	-	2	-	2.711	0.002
5.	The more a teacher is promoted the more productive he/she becomes.	Principals	2	-	1	2	4	2.843	1.118
		Teachers	6	126	42	8	55	3.084	1.262
		Edu Officials	-	-	-	2	-	2.770	0.009
6.	Teachers who obtained regular promotions were more motivated to increase their levels of work performance.	Principals	-	5	2	1	1	3.222	1.092
		Teachers	2	67	52	43	73	3.265	1.062
		Edu Officials	-	-	1	-	1	2.500	0.707
7.	Promotions awarded to the best performing teachers motivate them towards optimum productivity.	Principals	-	3	5	1	-	3.911	0.927
		Teachers	25	142	35	33	2	3.850	1.219
		Edu Officials	-	2	-	-	-	4.000	0.000
8.	Regular promotion influences the attitude and willingness of teachers on the job.	Principals	3	4	-	1	1	3.700	1.000
		Teachers	3	108	47	52	27	3.033	1.088
		Edu Officials	-	2	-	-	-	3.722	0.000
9.	Failure to promote teachers encourages apathy in taking up assigned responsibilities.	Principals	3	-	4	1	1	2.889	0.333
		Teachers	111	1	43	34	48	2.928	1.199
		Edu Officials	-	-	-	-	2	2.660	0.100

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SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
10.	It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service.	Principals	-	4	1	1	3	2.998	1.166
		Teachers	2	110	44	60	21	3.050	1.052
		Edu Officials	-	1	-	1	-	2.600	0.118
<b>Average Mean</b>								<b>3.19</b>	<b>0.90</b>

Table 1 showed that promotion had impact on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. The table presents the average response mean of 3.19 which is higher than the rating mean of 3.0. This result implies that, when promotion is awarded to the best performing teachers can go a long way to motivate them towards optimum productivity. Therefore, item number 7 on the table attracted the highest response mean of 3.911 for principals, 3.850 for the teachers and 4.000 for education officials. Detail shows that a total of 3 principals agreed with item number 7, while 5 stayed undecided, against 1 principal that disagreed with the item. Also, a total of 25 teachers strongly agreed while 142 agreed,

against 35 that stayed undecided while 33 disagreed and 2 teachers that strongly disagreed. In like manner, 2 education officials agreed with item number 7 on the table.

**Research Question Two:** What influence does conducive working environment have on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question three is presented in table 2.

**Table 2:** Influence of Conducive Working Environment on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	An environment where teachers are regularly provided with feedback can improve productivity.	Principals	-	4	1	2	2	2.778	1.301
		Teachers	7	114	39	41	36	3.063	1.175
		Edu Officials	-	1	1	-	-	2.712	1.000
2.	Working environments that encourage innovation and creativity always result to increase teacher productivity.	Principals	-	6	1	1	1	3.333	1.118
		Teachers	9	129	45	10	44	3.232	1.299
		Edu Officials	1	1	-	-	-	2.877	0.971
3.	An environment where teachers and the school administrator communicate effectively can encourage better teacher productivity.	Principals	-	6	-	1	1	3.111	1.364
		Teachers	125	2	50	20	40	3.122	1.145
		Edu Officials	-	-	1	1	-	2.819	1.166
4.	An environment free of harassment and discrimination help teachers to focus more	Principals	3	4	1	1	-	3.888	1.166
		Teachers	40	109	2	61	25	4.033	1.130
		Edu Officials	2	-	-	-	-	3.188	0.927



SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	attention on their primary work role.								
5.	Working environment where teachers have a feeling of recognition will serve as motivators for teachers to perform optimally.	Principals	4	-	1	1	3	2.888	1.166
		Teachers	100	13	46	51	27	3.088	1.144
		Edu Officials	1	-	1	-	-	2.991	0.928
6.	An environment with leadership styles that give freedom of expression of personal desires will go a long way to enhance optimum productivity.	Principals	-	4	3	2	-	3.000	1.224
		Teachers	2	91	36	80	28	2.827	1.096
		Edu Officials	-	2	-	-	-	2.833	0.927
7.	A very neat and clean working environment can motivate teachers to perform well.	Principals	5	-	2	1	1	3.222	1.092
		Teachers	2	107	70	35	23	3.126	1.004
		Edu Officials	1	1	-	-	-	2.666	1.118
8.	A healthy and safe environment influences the attitude of teachers towards improved productivity.	Principals	-	6	3	2	1	3.222	1.301
		Teachers	147	8	60	1	21	3.506	0.928
		Edu Officials	1	1	-	-	-	2.911	0.922
9.	An environment that discourages teacher innovation and creativity always result to decrease productivity.	Principals	3	-	3	2	1	2.777	1.201
		Teachers	3	128	69	16	21	3.320	0.955
		Edu Officials	2	-	-	-	-	2.588	0.525
10.	An environment with enough working space needed for accomplishment of various tasks can enhance productivity.	Principals	-	2	4	1	2	2.877	0.971
		Teachers	23	87	62	17	48	3.084	1.279
		Edu Officials	-	-	1	-	1	2.598	0.951
<b>Average Mean</b>								<b>3.05</b>	<b>1.08</b>

Table 2 showed that conducive working environment influenced teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. The table presents the average response mean of 3.05 which is higher than the rating mean of 3.0. This result implies that, an environment free of harassment and discrimination help teachers to focus more attention on their primary work role thereby increase productivity. Therefore, item number 7 on the table attracted the highest response mean of 3.888 for principals, 4.033 for the teachers and 3.188 for education officials. Detail shows that a

total of 3 principals strongly agreed with item number 4, while 4 agreed, 1 stayed undecided, against 1 principal that disagreed with the item. Also, a total of 40 teachers strongly agreed while 109 agreed, against 2 that stayed undecided while 61 disagreed and 25 teachers that strongly disagreed. In like manner, the 2 education officials used in the study all agreed with item number 4 on the table.

#### Hypotheses Testing

This section presented the result of the hypotheses tested in this study using



Pearson Product Moment Correlation statistics at 0.05 level of significance.

**Hypothesis One:** There is no significant influence of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Opinions of principals, teachers and education officials were gathered and tested using Pearson Product Moment Correlation statistics. The summary of the hypothesis tested in respect to hypothesis three is presented in table 3:

**Table 3:** Summary of Pearson Correlation Statistics on the Impact of Promotion on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

Variables	N	Mean	S.D	t-cal	df	r-critical	Prob
Motivation	248	2.6667	.89878	.494*	246	.174	.003
Productivity	248	36.1681	3.06122				

Table 3 revealed that promotion and teachers' productivity were significantly correlated. The observed correlation coefficient for the test is 0.494 at 246 degrees of freedom while the critical value is 0.174. The observed significant level is 0.003 ( $P < 0.05$ ) level of significance. Therefore, the hypothesis which stated that there is no significant impact of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State is rejected.

**Hypothesis Two:** There is no significant influence of conducive working environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Opinions of principals, teachers and education officials were gathered and tested using Pearson Product Moment Correlation statistics. The summary of the hypothesis tested in respect to hypothesis four is presented in table 4:

**Table 4:** Summary of Pearson Correlation Statistics on the Impact of Conducive Working Environment on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

Variables	N	Mean	S.D	t-cal	Df	r-critical	Prob
Motivation	248	2.6667	.89878				
Productivity	248	3.8833	3.47607	.311*	246	.174	.012

Table 4 revealed that conducive working environment and teachers' productivity were significantly correlated. The observed correlation coefficient for the test is 0.311 at 246 degrees of freedom while the critical value is 0.174. The observed significant level is 0.012 ( $P < 0.05$ ) level of significance. Therefore, the hypothesis which stated that there is no significant impact of conducive working

environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State is rejected.

#### SUMMARY OF MAJOR FINDINGS

The following findings emerged from the hypothesis tested in the study:

1. Promotion influences teachers' attitude towards productivity in





- public secondary schools in Zaria Local Government in Kaduna State.
2. Conducive working environment go a long way to enhance teachers' optimum productivity in public secondary schools in Zaria Local Government in Kaduna State.

### DISCUSSION OF FINDINGS

The findings on research question one showed that promotion had influence on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. This result implies that, when promotion is awarded to the best performing teachers can go a long way to motivate them towards optimum productivity. However, hypothesis three which stated that there is no significant impact of promotion on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State was rejected. This finding is in agreement with the finding of Oni, Nwajiuba and Nwosu (2017) which showed that there was a significant relationship between the motivation of teachers through promotion and their productivity; while management style has a significant influence on teachers' motivation and their productivity.

The findings on research question two showed that conducive working environment had influence on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. This result implies that, an environment free of harassment and discrimination help teachers to focus more attention on their primary work role thereby increase productivity. However, hypothesis four which stated that there is no significant impact of conducive working environment on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State was rejected. This result upheld the finding of Meindinyo, Ikurite and Boro (2017) that: applying the

right motivation factor (such as regular payment of salary and other benefits and a conducive working environment) has positive influence on teacher's performance. This finding is also in sharp contrast with the outcome of Zalwango (2014) which revealed that the performance of teachers was good despite the inadequate working environment.

### CONCLUSION

Conclusion was reached that when promotion is awarded to the best performing teachers can go a long way to motivate them towards optimum productivity. More so, an environment free of harassment and discrimination help teachers to focus more attention on their primary work role thereby increase productivity.

### RECOMMENDATIONS

Based on the findings of the study, it was recommended that;

1. Education authority in Zaria Local Government and Kaduna State in general should make use of correct motivational strategies such as promotion, incentives, and recognition to boost teachers' productivity in secondary school.
2. Teachers working environment should be made healthy and safe. This will go a long way to influence the attitude of teachers towards improved productivity.

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