

## ***Assigned Responsibility and Promotion as Perceived Determinants of Teachers' Job Performance in Public Secondary Schools in North Central Geopolitical Zone of Nigeria***

**<sup>1</sup>Nguwasen Patricia Mando, Ph.D**

**<sup>1</sup>Simon Terzungwe Guda**  
[gudasimter@gmail.com](mailto:gudasimter@gmail.com)

<sup>1</sup>Department of Educational Foundations and General Studies  
Joseph Sarwuan Tarka University, Makurdi

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### **Abstract**

*This study investigated assigned responsibility and promotion as perceived determinants of teachers' job performance in public secondary schools in North Central geopolitical zone of Nigeria. Two research questions guided the study. The study employed descriptive survey design. The population was 44,342 teachers from 1,656 public secondary schools. The sample size was 381 respondents. The study employed multistage sampling procedure. The instrument used for data collection was a structured questionnaire titled "Job Satisfaction as a Determinant of Teachers' Job Performance Questionnaire (JSDTJPQ)" with reliability coefficient of 0.95. The instrument was validated by five experts. Mean and standard deviation were used to answer the research questions. The study revealed that assigned responsibility and promotion are perceived determinants of teacher's job performance in public secondary schools in North Central geopolitical zone of Nigeria. It was recommended that school principals should give responsibilities to teachers, such as labour teacher, games teacher, disciplinary teacher and dean of studies; and teachers should be promoted as and when due.*

**Keywords:** responsibility, promotion, determinant, job, performance

### **Introduction**

In Nigeria, the demand for education appears to be very high. Secondary school education in Nigeria is considered as an important level of education as it lays the foundation for higher education. Asan (2014) considers secondary school education to be education given to learners before their entry into tertiary education. Attention, therefore, has to be given to teachers who are the most important and valuable resource of this level of education. To make the best use of teachers as valuable resource of secondary education, attention must be given to the nature and content of their work life. The government and the school managers need to understand how best to make work more satisfying for teachers, who are the hub on which educational pyramid is hinged, and also help overcome obstacles to performance.

Job performance is viewed variously by different scholars. According to Akosu (2014), job performance is measured by the level of profit a company is able to realize at the end

of every production year. In the views of Ndulue and Ekechukwu (2016), teachers' performance is a degree of accomplishment of task(s) that make up an employee's job. One therefore needs to be highly motivated in order to put up a high level performance as prescribed by such an organization. Job performance on the other hand could be satisfactory or dissatisfactory depending on how well and how efficiently the group has been able to work to achieve the aims and objectives of the organization. School managers are to ensure that teachers' output and activities contribute to achieving the school goals. Teachers' job performance includes punctuality, delivery of task assigned, attendance to lessons, marking of examination scripts, lesson plan, preparation of lesson notes, participation in decision making, participation in co-curricular activities and discipline of students. This indicates that when there is high performance, there is job satisfaction within the school system and this makes teachers have better career opportunity (Nmadu, 2013).

Job satisfaction is a complex concept which means a variety of things to different people. This means that the concept has not yielded to one generally acceptable definition. Job satisfaction implies both the material advantages that accrue to the employee from the job as well as the spiritual wellbeing provided by the work environment (Adigun et al., 2017). There is job satisfaction when the work conforms to the desires of the worker. It is an entirely personal measurement or the individual's assessment of the job (Adigun et al., 2017). Furthermore, job satisfaction of teachers seems to be very important in the attainment of educational goals and objectives. The goals and objectives for which secondary education is established to achieve could only be made feasible when secondary school teachers derive maximum satisfaction from their job. The emphasis on job satisfaction is justified because a satisfied worker (teacher) is the basic building block upon which the success or failure of the organization hinges. Any organization that wants to succeed will ultimately strive to satisfy staff by providing challenging and responsible jobs, its numerous advancement opportunities, recognition of workers' contributions to the organization, avenues for growth, creation of conducive work environment and creation of rooms for achievement from the job. If the teacher therefore is not satisfied with his job of teaching, products may not be properly produced. These products are the students he/she teaches and who successfully pass out. Teachers need job satisfaction to perform their duties maximally (Abu, 2015).

In a similar vein, job satisfaction could be considered to be all those factors that make an employee to be happy in carrying out his assigned duties in a particular job. Teachers who are disenchanted or who do not have satisfaction from their job play truancy, they do not respect the ethics of the profession, strikes become the order of the day, and absenteeism is highly noticed in such workers (Adams, 2015). According to Herzberg's (1959) two factor theory, there are several factors that could make teachers to become satisfied with their jobs. These factors are recognition, achievement, possibility of growth, advancement, responsibility, and the work itself. On the other hand, hygiene factors include salary, interpersonal relations at work, supervision, company policies and

administration, working conditions, factors in personal life, status, and job security. However, this study focused on factors such as assigned responsibility and promotion.

One of the factors that seem to give job satisfaction to teachers is responsibility. Musa (2013) defines responsibility as a duty, obligation or task given to a staff to successfully carryout with a corresponding authority. Satisfaction could come as a result of the responsibility assigned to a teacher which in the long run would manifest in his productivity at work, timely completion of task, participation in decision making and regularity at work. In addition, Sani (2015) reported that majority of the headteachers were motivated to work assiduously as a result of the responsibility given to them and appointment as headteachers encouraged them to introduce innovative ideas in the management of the schools. In agreement with the above, Nduka (2010) states that teachers who are saddled with particular responsibilities in the school to handle were more responsible to the demands of their jobs. Majority of teachers felt that they were not part of the system when assigned responsibilities were not given to them despite their long service in the system. Akoh (2010) states that school headteachers do not recognize teachers through rewards and other incentives. The criteria for assigning responsibility to teachers in a school system should be based on the principle of competence. Teachers are to be assigned duties or responsibilities in areas that they are good at. Assigned responsibilities make employees feel accomplished and increase their happiness while at work. Assigning responsibilities to teachers could motivate them to put up an impressive performance. This is due to the fact that assignment of responsibility is a kind of promotion in disguise to teachers in school.

In addition, promotion, according to Akpakwu (2013), is the elevation of staff from one position to another based on qualifications, experience and performance. All organizations have provisions for staff reward for competence and hardwork. This could come in form of promotions. Most educational boards or institutions have their advancement policies. Such policies state the criteria for promotions. In some school boards or institutions, staff are promoted every three years. Other criteria for promotion include additional qualifications, seniority and availability of vacancies. Promotion is critical to staff performance and satisfaction because when members of staff are denied promotions, they become disillusioned and resentful and as a result, develop nonchalant attitudes to their work which adversely affects their job performance. Ogbaji (2016) reported that promotion significantly influences staff job performance. Similarly, Ahon (2012) also indicated that promotion influences staff job performance. Adebayo (2013) states that staff who are denied promotions in their work places become very sensitive and begin to fault the system and employ other means of running the system down. Other considerations such as training would however motivate the staff to contribute to the growth of the institutions.

The situation seems to show that secondary school teachers in North Central geopolitical zone of Nigeria are probably not satisfied with their job as could be seen in the massive exodus of these teachers from secondary schools to other Ministries in the states. In Benue

State Ministry of Education alone, there are more than 300 applications seeking for transfer to other ministries (State Ministry of Education report book, 2019).

It is therefore imperative to reiterate that a satisfied teacher would probably be better positioned to realize the set goals and objectives of secondary education. The teachers' job satisfaction would manifest in their performance through punctuality at work, good lesson delivery, participation in co-curricular activities, discipline of students, and regularity at work, among others. The open declaration of neglect by government, poor performance of students and the public outcry of the abysmal performance of teachers have prompted the researchers to undertake this study. It is against this backdrop that this study therefore sought to find out if job satisfaction is a determinant of teachers' job performance in public secondary schools in North Central geopolitical zone of Nigeria.

### **Statement of the problem**

Over the years attempts made by government through educational policies to improve the work conditions of secondary school teachers in North Central geopolitical zone of Nigeria appear to have failed to make a remarkable impact on the job performance of teachers. Teachers under an ideal situation are expected to enjoy regular promotion, training and re-training. They are also expected to be paid their salaries and financial benefits regularly as well as a viable pension scheme to rely on after retirement. They are expected to have a work environment where they would have assigned responsibilities to handle; an environment that could guarantee their achievements on the job as well as where their efforts could be duly recognized by the stakeholders in education.

The work conditions of many teachers in public secondary schools in North Central geopolitical zone of Nigeria appear to attract a high level of disenchantment. Concerns have been expressed by these teachers over their poor work conditions due to lack of assigned responsibilities, irregular promotions, absence of training opportunities and above all absence of compensation for their inputs. The researchers' observation indicates that at the moment teachers are owed salaries for several months and this could hamper their performance at work. The classes seem not to be conducive for learning; this seems to constitute a problem for the teachers.

The above mentioned problems could possibly be the reason why many of the teachers seem to be reluctant in preparing their lesson notes or plans, carry out their assigned duties, participate in co-curricular activities, decision making, and attendance to classes and also being punctual to work. This derailment in job performance of teachers could be the reason why there is poor performance of students in internal and external examinations conducted by bodies like West African Examination Council (WAEC), National Examination Council (NECO) and National Business and Technical Examination Board (NBTEB). The situation appears to be the same in Unified Tertiary Matriculation Examination (UTME) in the zone as observed by the researchers and the general outcry of poor job performance of teachers as manifested in students' poor performance in examination.

The interaction of the researchers with teachers in the zone indicates that the non-availability of the motivational factors for teachers appears to create the feeling that these teachers are in a wrong profession where their need for both personal and professional growth could not be realised. This scenario seems to affect the performance of teachers in the zone. Hence no one would like to work under such a no-motivation condition. It is against this background that the researchers wanted to find out if job satisfaction is a determinant of teachers' job performance in public secondary schools in North Central geopolitical zone of Nigeria.

### **Research questions**

The following research questions guided the study:

1. To what extent does assigned responsibility determine teachers' job performance in public secondary schools?
2. To what extent does promotion determine teachers' job performance in public secondary schools?

### **Methodology**

This study employed descriptive survey research design. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be a representative sample of the entire population.

The population of the study was made up of 44,342 teachers from 1,656 public secondary schools in North Central geopolitical zone of Nigeria (Federal Ministry of Education [FMOE], 2019). The sample size for this study was 381 respondents out of 44,342 teachers from 1,656 public secondary schools in North Central geopolitical zone of Nigeria. This sample was in line with Glenn (2012) formula for determining sample size from a given population. The study employed multistage sampling procedure for the selection of sample size namely: stratified sampling, purposive and simple random sampling techniques.

The instrument used for data collection was a structured questionnaire titled "Job Satisfaction as a Determinant of Teachers' Performance Questionnaire (JSDTPQ)". The questionnaire was structured into two sections A and B. The questionnaire was structured on a four point rating scale with response options of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The instrument was validated by five experts, two from Mathematics Education and three from Educational Management, Department of Educational Foundations, all of Benue State University, Makurdi. It was trial-tested using 30 teachers from schools outside the sampled schools. The trial test yielded the reliability coefficient of 0.95. The instrument was administered to the respondents by the researchers with the aid of seven research assistants (teachers) who were chosen in the six states and Federal Capital Territory, Abuja.

Mean and standard deviation were used to answer the research questions. The decision was based on the limit of numbers when a mean response score of 2.50 was considered as high extent and below 2.50 was low extent. Thus, VHE=Very High Extent, 3.50-4.00 HE= High Extent, 2.50-3.49, LE=Low Extent=1.50-2.49, VLE=Very Low Extent, 1.00-1.49.

### Presentation of results

**Research question 1:** To what extent does assigned responsibility determine teachers' job performance in the secondary schools?

**Table 1:** Mean scores and standard deviations of responses on the extent of assigned responsibility as a determinant of teachers' job performance in public secondary schools

S/N	Item Description	VHE	HE	LE	VLE	$\bar{x}$	Std	Decision
1	When teachers are asked to represent their school in an occasion, it gives them a feeling of belonging which encourages them to participate in school activities.	121	156	88	13	3.02	0.83	HE
2	Delegation of duties to teachers enables them to coordinate co-curricular activities in school.	179	141	41	17	3.28	0.83	HE
3	Appointment of teachers to higher positions ensures broad participation towards attainment of school goals and objectives.	138	117	74	49	2.91	1.04	HE
4	Sharing of subjects according to their areas of specialization does not make them to teach effectively.	77	64	147	90	2.34	1.05	LE
5	When duties are not delegated to teachers, it does not expose them to students' management.	177	160	18	23	3.30	0.82	HE
<b>Cluster Mean/Std</b>						<b>2.97</b>	<b>0.91</b>	<b>HE</b>

Table 1 shows the mean scores of items 1 to 5 as 3.02, 3.28, 2.91, 2.34 and 3.30 with standard deviations of 0.83, 0.83, 1.04, 1.05 and 0.82 respectively. Most items are above the criterion mean of 2.50. However, item 4 was scored below 2.50. The cluster mean of

2.97 and standard deviation of 0.91 was high. The implication is that assigned responsibility is perceived as determining teachers' job performance in public secondary schools.

**Research question 2:** To what extent does promotion determines teachers' job performance in secondary schools?

**Table 2:** Mean scores and standard deviations of responses on the extent of promotion as a perceived determinant of teachers' job performance in public secondary schools

S/N	Item Description	VHE	HE	LE	VHE	$\bar{x}$	Std	Decision
6	When teachers are promoted as and when due, it encourages them to execute their duties optimally.	167	122	30	59	3.05	1.07	HE
7	Increment in step motivates teachers to attend their lessons when in school.	14	96	199	69	2.15	0.75	LE
8	When teachers are promoted to the next level, it reduces their morale to mark and record students' assessment scores.	77	42	89	170	2.07	1.17	LE
9	When teachers with exceptional skills are promoted, it encourages other teachers to improve their knowledge.	120	116	58	84	2.72	1.13	HE
10	When teachers are not recommended for promotion in their school, it improves accomplishment of their responsibilities.	113	33	158	74	2.49	1.12	LE
<b>Cluster Mean/Std</b>						<b>2.50</b>	<b>1.05</b>	<b>HE</b>

Table 2 indicates the mean scores of items 6 to 10 as 3.05, 2.15, 2.07, 2.72 and 2.49 with corresponding standard deviation scores of 1.07, 0.75, 1.17, 1.13, 1.12 respectively. Most items were scored below criterion mean of 2.50 except item 6 and 9 which were scored above criterion mean of 2.50. Based on the cluster mean score of 2.50 with corresponding standard deviation of 1.05 which was high, it can be concluded that promotion is perceived as a determinant of teachers' job performance in public secondary schools.

**Discussion of the findings**

Based on the analysis and the results obtained from the field, the following discussions are presented:

The study showed that assigned responsibility is perceived to be a determinant of teachers' job performance in public secondary schools. This result indicated that when teachers are asked to represent their school in an occasion, it gives them a feeling of belongingness which encourages them to participate in school activities; and delegation of duties to teachers enables them to coordinate co-curricular activities in school. The study found that appointment of teachers to higher positions ensures broad participation towards attainment of school goals and objectives and when duties are not delegated to teachers, it does not expose them to students' management. This result agrees with the finding of Sani (2015) who reported that majority of the headteachers were motivated to work assiduously as a result of the responsibility given to them, and appointment as headteachers encouraged them to introduce innovative ideas in the management of the schools. This study is in supports of the finding of Nduka (2010) who reported that teachers who are saddled with particular responsibilities in the school to handle were more responsible to the demands of their jobs. Majority of teachers felt that they were not part of the system when assigned responsibilities were not given to them despite their long service in the system. This finding is in agreement with the finding of Akoh (2010) who reported that school headteachers do not recognize teachers through rewards and other incentives. This shows that assigned responsibility to teachers create a spirit of oneness with the school administration. Teachers who are saddled with responsibilities participate actively in school activities and this contributes immensely to the achievement of set goals and objectives.

The study further revealed that promotion is perceived as a determinant of teachers' job performance in public secondary schools. This study discovered that when teachers are promoted as and when due, it encourages them to execute their duties optimally; and when teachers with exceptional skills are promoted, it encourages other teachers to improve their knowledge. This result agrees with the finding of Ogbaji (2016), who found that promotion significantly influences staff job performance. This result is also in line with the finding of Ahon (2012) who reported that promotion influences staff job performance. This means that when staff are regularly promoted based on merits and set criteria, it makes staff to become satisfied with their job which makes them to perform effectively and efficiently.

### **Conclusion**

The success of any educational institution depends on the job satisfaction of teachers. If teachers are not satisfied with their job, it would eventually affect their job performance. Teachers are basic ingredients in educational institutions; this is because they provide the needed manpower that keeps the school moving. However, when they are dissatisfied with their jobs, it makes it difficult for any educational institution to achieve its goals and objectives. Based on the findings of the study, it can be concluded that job satisfaction indices such as assigned responsibility and promotion enhance teachers' job performance in public secondary schools in North Central geopolitical zone of Nigeria.

## Recommendations

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

- i. School principals should ensure that teachers are given responsibilities in schools to handle. Such responsibilities include: labour teacher, games teacher, disciplinary teacher and dean of studies, and the sharing of duties to teachers should be based on areas of specialization. Principals should also endeavour to delegate teachers to represent them in given occasions. This would give them a sense of worth in the school.
- ii. The researchers recommended that teachers should be promoted as and when due. This could be achieved through adequate budgetary provisions for promotion as well as regular appraisal systems. Teachers with exceptional skills should always be promoted in order to encourage others to maximise their performance.

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