

# IMPROVING TEACHERS APPOINTMENT PROCESSES AND MORALE FOR QUALITY EDUCATION IN EDO STATE PUBLIC SECONDARY SCHOOLS

**Michael Osakpamwan Osasuyi, PhD**

Department of Educational Management,  
University of Benin, Benin City, Edo State.

**Philip Igenegbai, PhD**

Department of Educational Management,  
University of Benin, Benin City, Edo State.

## Abstract

*The quality and disposition of individuals employed to work in schools is a prerequisite to quality assurance. This study assessed the level of distortions in the appointment and promotion processes of teachers and its impact on their welfare (teachers' morale) in public secondary school in Edo State. Two research questions were raised to guide the study while one hypothesis was tested. The sample was made up of 369 teachers in Edo State public secondary schools. Multi stage sampling technique was adopted. The instrument for data collection was a questionnaire titled: Career Structural Distortion and Teachers Morale Questionnaire (CSDTMQ). The result of the analysis indicated that the level of career structural distortion is low while staff morale is high. There is a significant relationship between career structural distortion and staff morale. Based on the findings, some recommendations were made like government to ensure that distortions in the career structure of teachers is faced out.*

**Keywords:** Improving, Career, Structural Distortion, Teachers' Morale, Promotion.

## Introduction

A career refers to a job or vocation an individual ventures into with the desire to grow in it, irk out a living from and make a name from it. Thus, a career is a long term commitment in a particular line of duty, which requires dedication, hard work and consistency. Usually, an individual begins his/her career from a lower position and rises through well-defined ranks to higher positions or the highest position in chosen career. For example, an individual who chooses teaching as a career may begin as a classroom teacher and rise to become a principal or head-teacher. The progression process in every career is usually defined, and every employee understands what he/she needs to do to grow in that career.

The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be appointed the administrative head in addition to full – time teaching duty (Kelechukwu, 2011). Kelechukwu however observes that most principals usually have held teaching positions before moving into administrators, and Others first become assistant principals, central office administration, and academic deans or gains experience in other administrative jobs either at school or at the district level in positions such as department head, curriculum specialist or subject matter advisors.

Ideally, the key conditions that must be met by teachers in order to be promoted are: satisfactory job performance as a teacher, technical skills in teaching methodology,

---

### CORRESPONDING AUTHOR

**Michael Osakpamwan Osasuyi, PhD**, Department of Educational Management, University of Benin, Benin City, Edo State, Nigeria. **E-mail:** michael.osasuyi@uniben.edu

evidence of impact on students learning achievement, an unblemished character, good relationship with students, colleagues, school authorities and parents (Kamoh, Ughili & Abada, 2013).

Kamoh Ughili and Abada (2013), however observe that teachers have often expressed dissatisfaction about the promotion system because, in practice, teachers are promoted on the basis of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. The promotion exercise tends to ignore evidence of teacher performance and places emphasis on years of experience, irrespective of the quality of that experience. Arikewuyo (2009) further observes that the Nigerian Civil Service, including the educational system rely mostly on years of experience and promotion to elevate people from one cadre to the other, especially from the classroom to the managerial level. The danger here is in promoting an individual from a position of competence to a position of incompetence. There have been cases of individuals who performed well enough in lower positions, but who later occupied positions too difficult for their competencies. In Arikewuyo (2009) reports that in the Nigerian school system, individuals who have been competent teachers or heads of departments often get promoted to the post of the Vice Principal. In this position, they relate well with teachers, students and parents and are intellectually competent. Sometimes, they gain further promotions to the rank of school Principal.

Ojo (2008) asserts that experience has shown that it appears that those appointed to the position of principalship were appointed without giving much consideration to some managerial criteria such as training, around which revolves competence, experience, ability to plan, organize, coordinate, motivate, control, administer and supervise. As a result, it appears that those so appointed as principals have to gamble with their jobs before they could gain the required experience. This type of appointment is viewed by Ojo (2008) as being detrimental to the wellbeing of the school systems when as quoted as "our secondary schools do not generally realize optimum productivity because some principles, state schools board and communities tend to see school management simply as common sense affairs. In order to perform effectively in their roles, all principals and would be principals should be familiar with the operation and interpretation of the content of organizational climates".

Experience has equally shown that the appointments of some of these principals are regarded as a 'matter of course' and 'common sense affair' without the required managerial guidelines. This often results in a situation resembling the "peter principle" whereby people are routinely promoted into posts where they cannot function effectively. These managers appear not to have been properly groomed before they are appointed and are saddled with managerial roles they are not familiar with. Other factors that tend to negate the promotion exercise are; political interest and affinity, favouritism, nepotism, bribery, among others. Consequently, in most cases, both good and bad teachers are promoted together.

Morale is defined as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one's achievement, faith in the leadership and organizational success (Haddock, 2010). High staff morale could therefore lead to productivity and improved performance, while low morale could be costly to an organization. Similarly, Millet (2010) reveals that low morale can gradually destroy employee's commitment,

adversely affect the productivity or service they offer and alienate the clients and customers they serve.

A clear career structure can help in boosting staff morale, as it gives an employee an idea of what he/she can attain by meeting certain promotion requirement. Where there is a clear cut career structure devoured of any form of distortion, the morale of staff could be enhanced. Morgan and O'Leary (2004) note that, "there is a growing body of evidence that when teachers feel good about their work, pupil achievement improves" (p.73).

Every teacher has a burning desire to grow in the profession. This desire and/or its manifestation usually motivate them to give their best. The principal is the head of every secondary school in Nigeria. He/she is regarded as the Chief Executive who is responsible for all that happens in the school. As the Chief Executive, the principal assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer (Oyedeji & Fasasi, 2006). The headship of secondary schools in Nigeria is usually a product of the teaching force. Teachers, who have spent a minimum of ten years in service, are usually appointed as principals and vice principals of secondary schools. Sometimes two vice principals, one for administration and the other for academic are appointed for bigger schools.

### **Statement of the Problem**

Allegations of distortions from the stipulated career structure in the appointment and promotions of teachers usually abound with lots of hue and cry and finger pointing. It has been alleged that the appointment of principals have been based on political interest and affinity, favouritism, nepotism, bribery, among others. This could result to instances whereby a principal will fail to have a firm grip of the administration of a school due to non-cooperation of teachers who tend to see his/herself as unqualified and not desirable of staff and student loyalty, respect and cooperation. This definitely would make the school un-conducive for the attainment of educational goals and equally demoralize individuals who aspire to grow in the profession. This study therefore investigated the level of career structural distortion and teachers' morale.

### **Research Questions**

The study was guided by the following research questions.

1. What are the level of career structural distortion in the appointment and promotion of secondary school teachers in Edo State?
2. What is the level of morale among teachers in Edo State?

### **Hypothesis**

One hypothesis was formulated and tested at 0.05 level of significance. There is no significant relationship between the level of career structural distortion and staff morale.

### **Methodology**

The study adopted the correlational research design. The sample was made up of 369 teachers in Edo State public secondary schools. The multi stage sampling technique was adopted. The first stage was to stratify the sample into the three senatorial district of the State. The second stage was to select a cluster from each of the three senatorial

districts. Then 50% of the subjects were drawn from each of the clusters through the simple random sampling technique. The research instrument used for data collection of data for the study was a questionnaire titled: Career Structural Distortion and Teachers' Morale Questionnaire (CSDTMQ). The instrument was validated by experts in educational administration. The internal consistency of the instrument was determined by administering it on 30 teachers who were not part of the study. The responses were analyzed using the Cronbach Alpha Statistic which yielded a coefficient of 0.73. Data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to analyze the hypothesis.

### Analysis of Data

**Question 1:** What are the levels of career structural distortion in the appointment and promotion of secondary school teachers in Edo State?

**Table 1: Level of Career Structural Distortion in the Appointment and Promotion of Secondary School Teachers in Edo State**

Variable	N	Total Sum	Mean	Standard Deviation	Theoretical mean	Decision
<b>Career Structural Distortion</b>	369	9764	26.46	4.66	30	Low

Table 1 shows that career structural distortion in the appointment and promotion of secondary school teachers in Edo State has a mean value of 26.46, the maximum response score that can be obtained based on the number of items in the instrument is 48 the minimum response score is 12, while the theoretical mean is 30. The Standard deviation of the response scores is 4.66. Comparing the mean value (26.46) obtained with the theoretical mean value (30) the researcher will say that the level of career structural distortion in the appointment and promotion of secondary school teachers in Edo State is low.

**Question2:** What is the level of morale among the teachers in Edo State?

**Table 2: Level of Morale among Teachers in Edo State**

Variable	N	Total Sum	Mean	Standard Deviation	Theoretical mean	Decision
<b>Staff Morale</b>	369	19050	51.63	6.98	50	High

Table 2 shows that the level of morale of secondary school teachers in Edo State has a mean response score of 51.63, the maximum response score that can be obtained based on the number of items in the instrument is 80 and the minimum response score is 20, while the theoretical mean is 50. The Standard deviation of the response scores is 6.98. Comparing the mean value (51.63) obtained with the theoretical mean value (50). Therefore, the level of morale of secondary school teachers in Edo State is high.

**Hypothesis**

**Ho<sub>1</sub>** There is no significant relationship between the level of career structural distortion and staff morale

**Table 3; Pearson’s r of career structural distortion and staff morale**

Variables	N	r	p-value (sig.2-tailed)
Career Structural Distortion			
Staff Morale	369	.179**	.001

\*\* . Correlation is significant at the 0.01 level (2-tailed) **α = .05, p < .05**

Table 3 shows an r-value of .179 and a p-value of .001, testing at an alpha level of .05 the p-value is smaller than the alpha level, therefore the null hypothesis that says ‘There is no significant relationship between the level of career structural distortion and teachers’ morale’ is rejected. Consequently there is a significant relationship between career structure distortion and teachers’ morale.

**Discussion of Findings**

The result of the analysis indicates that the career structural distortion in the appointment of secondary school teachers is low, as the result obtained was a mean value of 26.46 obtained from the theoretical mean value of 30. Therefore, from the analysis it can be inferred that the level of fulfillment among teachers in Edo State is high in terms of appointment and promotion. This result could be attributed to the decision of government to demote teachers who were made principals without fulfilling the relevant criteria. In time past, there were wide speculations that younger teachers were promoted above their senior or more experienced teachers as principals on the bases of nepotism and favouritism. In fact, principalship position was allegedly opened to the highest bidder. This finding however differs from that of Kamoh et al (2013), who observed that teachers have often expressed displeasure with the promotion system because, in practice, teachers are promoted on the basis of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. The researchers asserted that promotion exercises tend to ignore evidence of teacher performance, and emphasis on years of experience, irrespective of the quality of that experience.

The analysis of result also reveals that the level of morale of secondary school teachers is high with a mean value of 51.63 obtained when compared with the theoretical mean value of 50 which at least is more than the theoretical average. In addition, the high level of teachers’ morale could be attributed to the reversal of the alleged anomalies in the promotion and appointment of principals. Thus, the high level of teachers’ morale as revealed by the study, will logically necessitate improved outcome in schools, as the view that high morale can lead to a better education for the children is one that has been shared for several years (Corwin, 2001, & Lumsden, 1998)

The result of the study also indicated that there is a significant relationship between career structural distortion and teachers’ morale. Therefore, distortions in the promotion, appointment, compensation, among others of teachers will definitely affect their morale and inadvertently affect the educational process. Promotion is a

prominent factor that boosts the morale of teachers. "It is without doubt that the chance to enhance your career, pay, and possibly reputation is something that has an effect on morale" (Naz, 2012). Bruce (2002), McConnell Umiker (2006), and Bhatia (2007) also agree that a lack of promotion prospects can have a negative effect on morale. Spear et al (2000), who also observed that 'more opportunities for promotion within the classroom are also important influence on teachers' morale'.

### Recommendations

Based on the findings, it concluded that the level of career structural distortion is low, while the level of teachers' morale is high. The study therefore recommended that:

- Government should ensure that distortions in the career structure of teachers remain low or completely faced out.
- Factors such as promotion, appointment, remuneration, and other incentives due to teachers, which boost their morale should always be prioritized.
- Distortion in the career structure of teachers should be avoided to enhance their morale.

### References

- Arikewuyo, M.O. (2009). Professional training of secondary school principals in Nigeria: A neglected area in the educational system. *Florida Journal of Educational Administration and Policy*, 2 (2), 76-82.
- Brooking, K.; Collins, G; Court, M.; & O'Neill, J (2003). Getting below the surface of the principal recruitment crisis in New Zealand primary schools. *Australian journal of education*, 47: 146-159.
- Haddock, P. (2010). Importance of morale. Retrieved from <http://www.ehow.com>
- Kamoh, N.M., Ughili, L.S. & Abada, A.A. (2013). Enhancing the teacher profession: Key to revamping the education sector in Nigeria academic. *Social sciences and humanities*, 4(1), 124-142.
- Kelechukwu, N. (2011). Analysis of administrative roles in private secondary schools in Aba Education Zone of Abia State. *Continental Journal of Education Research*, 4 (1), 113-142.
- Millet, T. (2010). Six reasons why staff morale is important. Retrieved from <http://EzineArticles.com>
- Morgan, M. & O'Leary, M. (2004). The job satisfaction of beginning primary teachers. *Irish journal of education*, 35(3), 73-86.
- Oyedeji; N.B. & Fasasi, Y.A. (2006). Dynamics of educational leadership. In J.B. Babalola, A.O. Ayeni, S.O. Adedeji, A.A. Suleiman, and M.O. Arikewuyo (eds). *Educational management: Theory and practice*. Ibadan: Codat publications
- Spear M, Gould K, & Lee B. (2000). Who would be a teacher: A review of factors motivating and demotivating prospective and practicing teachers. Berkshire: The National Foundation Educational Research.
- Wylie, C. (1997). *At the centre of the web*. Wellington: NZCER.
- Wylie, C. (1998). *Principal appointments 1997: Report for the New Zealand Principals' Federation*. Wellington: NZCER.