

Impact of Salaries and Promotion On Senior Secondary School Teachers' Job Performance in Gombi Education Zone, Adamawa State, Nigeria

YAKUBU, Nurudeen¹, AGAH, P. Marcel²

*Mubi one (1) Senior Secondary School, Mubi North Local Government Area, Adamawa State Nigeria
Adamawa State University, Mubi, Faculty of Education, Department of Science Education, Adamawa State
Nigeria*

ABSTRACT: This study investigated the impact of salaries and promotion on senior secondary school teachers' job performance in Gombi Education Zone of Adamawa State. Two research questions and two research hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study was 1,709 respondents (which comprised of 1,648 teachers and 61 principals) in Gombi Education Zone. The sample for this study was 377 respondents (53 principals and 322 teachers) which was obtained through Taro Yamane Formula. An instrument titled "Impact of Salaries and Promotion on Teachers' Job Performance (ISPTJP)" was validated and trial tested with Cronbach Alpha, which showed a reliability coefficient of 0.81. The data gathered were analysed using both descriptive statistics of mean and standard deviation for answering the research questions and ANOVA to test the null hypotheses. Based on the research findings, the study concludes that, salaries and promotions of staff have significant impact on teacher's job performance in Gombi Education Zone. The study therefore among others recommended that government through the State Education Board should conduct regular reviews of teachers salaries to ensure they remain competitive within the North East sub region of Nigeria.

KEYWORDS: Conditions of Service; Salaries; Promotion; Teachers' Job Performance; Gombi Education Zone

1. Introduction

Education is a process that helps to develop man physically, mentally, socially and technologically to enable him function effectively in the environment. (Federal Republic of Nigeria, FRN, 2014). It has become one of the most powerful weapons for reducing poverty and inequality as well as improving health and the general well-being of individual. It serves as a parameter of laying foundation for a sustainable growth and development of modern societies. Hence, the rate of meaningful development of any society is tied to well organized, managed and supervised education system. 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 sectors while at the same time providing an insight into the nation's future, (Karaba, 2017).

The developmental aims of education in terms of its goals and objectives cannot be achieved without teachers who possess the necessary moral, intellectual and physical qualities in line with the required professional knowledge, skills and practices. It encompasses a range of factors such as high students' classroom engagement,

personalised instruction, classroom management, effective use of instructional strategies, relationship with students, adaptation to changing teaching/learning process, use of instructional aids, participate in extracurricular activities, mastery of subject area, teacher-teacher relationship, above all students' academic performance (Akuoko & Donkor, 2016; Chukwueze, 2023). However, persistently low students' achievement levels across various subjects and grade levels, high students' dropout, teachers' absenteeism, inadequate lesson planning, poor students' behavioural management are indicators of poor teacher job performance in secondary schools. While there may be various factors contributing to this problem, some possible reasons for teachers' poor job performance may include limited school resources, high student-teacher ratio, and inadequate management support for teachers, low motivation, poor morale and conditions of service such as salary and promotion.

Remuneration, in the form of salaries, is a foundational aspect of any employment relationship. Salary is an aspect or indicator of job satisfaction, which is also one of the conditions of service and a necessity towards meeting employee needs (Akinwumi, 2014). Chaudhry, Sabir, Rafi and Kalyar (2017) described salary as a form of episodic compensation from a firm to its workers, which is completely stated in an employment contract. It therefore, forms an employee psychological contract with an employer. Hence, such employee is bound to be dissatisfied when such psychological contract is breached by an employer. In the context of this study, salary is defined as all sequences of events in which compensation particularly monetary rewards plays a major role. This is to say that an individual's salary is an important factor in job satisfaction discourse. This corroborates with the assertion of Singh and Loncar (2016) that employee dissatisfaction with salary can have important and undesirable impact on the overall employee performance. This is because through equitable and fair salary, teachers should be able to fulfil their economic needs. However, the reverse may be the case when teachers feel their salaries are not in tune with the status in the economy. In addition, the financial well-being of teachers is intricately linked to their professional efficacy, as it influences teachers' morale, dedication to their work, and ultimately their job performance in creating a positive learning environment for senior secondary school students.

In parallel, the prospect of career advancement through promotions signifies recognition of a teacher's dedication, competence, and contributions to the academic community. Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility (Muheeb, 2014). In agreement, Hasibuan (2018) posited that promotion is an upward advancement of a person from one position to another that involves wages and status increases. Apart from bringing a staff more money and higher status, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals (Shin, 2020). The pursuit of promotions, serves as a motivational factor, encouraging teachers to continually enhance their skills, engage in professional development, and actively contribute to the growth and success of the educational institution. However, inadequate staff promotion practices in public senior secondary schools could lead to high turnover rates and instability within the teaching staff. When talented educators are overlooked for promotions, they may seek opportunities elsewhere, resulting in a constant flux of new teachers (Takwate, 2018).

2. Statement of the Problem

In Gombi Education Zone of Adamawa State, Nigeria, the pivotal role played by senior secondary school teachers in shaping the academic and personal development of students is indisputable. Teachers serve as the linchpin in shaping the academic development and future prospects of students. However, the job performance of senior secondary school teachers is intricately tied to various factors, among which remuneration through salaries and the prospect of career advancement through promotions stand out as pivotal elements. The central problem addressed by this study is the inadequately explored impact of salaries and promotion on the job performance of senior secondary school teachers in Gombi Education Zone. One of the pressing concerns is the evident gap

in empirical research focused on Gombi Education Zone. Despite the acknowledged significance of teacher compensation and career progression in influencing job performance, there is a dearth of studies examining these dynamics within the specific regional context. This scarcity impedes the development of targeted strategies and interventions tailored to the unique socio-economic and educational landscape of Gombi Education Zone.

Purpose of the study

In the light of these considerations, this study sought to address the impact of salaries and promotion on teachers' job performance in senior secondary schools in Gombi Education Zone of Adamawa State. Specifically, the study sought to:

1. assess the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.
2. identify the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

Research Questions

The study was guided by the following research questions:

1. What is the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State?
2. How does promotion impact teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

Research Hypotheses

In line with the research questions, the following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean response scores among the respondents on the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

H₀₂: There is no significant difference in the mean response scores among the respondents on the impact of promotion on teachers' job performance in senior secondary schools Gombi Education Zone, Adamawa State.

3. Methodology

The study employed a descriptive survey research design to gather data from a representative sample of the population under study. This population consisted of all the 61 senior secondary schools in Gombi Education Zone (Girei, Song, Gombi and Hong Local Government Area); which comprised of 1,648 teachers and 61 principals in Gombi Education Zone of Adamawa State. The sample for this study was 377 respondents (53 principals and 322 teachers). The study sampled the respective respondents using simple random sampling procedure because it will not be feasible to cover the entire secondary schools in the area due to constraints of time, mobility, material resources among others. The instrument used in this research was a structured questionnaire titled "Impact of Salaries and Promotion on Teachers' Job Performance (ISPTJP)".

The instrument was subjected to face and content validated by two experts and was subsequently trial tested on 16 teachers randomly selected from eight schools in Mubi North Local Government Area which is not part of the study area. Cronbach Alpha coefficient method was used to test the reliability, which revealed a reliability coefficient of 0.81, which meant that the instrument was reliable. The researcher employed the services of two research assistants on administration and retrieving of the questionnaires. At the end of the exercise, a total of 365 questionnaires were retrieved but 360 valid questionnaires were analysed, since five of the restored questionnaires were not fully completed. This represented 96% of the distributed questionnaires. Descriptive statistics of mean and standard deviation was used for data analysis for response to research questions 1 – 2 while one-way Analysis of Variance (ANOVA) was used to test the null hypotheses formulated at 0.05 level of significance.

4. Results

The results are presented in the order of research questions (1 – 2) and hypotheses (1 – 2) in Tables 1 to 4.

Research Question 1: What is the impact of salaries on teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

Table 1: Respondents’ Mean Scores and Standard Deviation on the Impact of Salaries on Teachers’ Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State

S/N	Items	N	\bar{x}	δ	Decision
1.	It improves productivity.	360	3.10	0.68	Agree
2.	Teachers’ attitudes toward their jobs are influenced by nonpayment of salary and allowances.	360	3.53	0.67	Strongly Agree
3.	Teachers’ job performance improves when they are paid salaries.	360	3.41	1.02	Agree
4.	Regular salary payments assist teachers to repay outstanding debts while simultaneously improving their job performance.	360	2.98	1.29	Agree
5.	Regular payment of salaries enhances teachers’ job performance.	360	3.48	0.96	Agree
6.	Teachers pay the school fees of their children promptly due to regular payment of their salaries.	360	3.04	1.05	Agree
7.	Take home at the end of the month for teaching staff can serve as a basis for them to remain in teaching.	360	3.21	0.89	Agree
8.	Payment of teachers’ salaries is better now than before.	360	2.97	0.99	Agree
9.	The uncertainty of getting salary at the end of the month makes teachers’ not to be serious with their work.	360	3.57	0.89	Strongly Agree
10.	The certainty of getting salary at the end of the month encourages teachers’ to be dedicated to work and the decision to remain in their job.	360	2.39	1.19	Disagree
Grand Mean			3.17	0.96	Agree

Table 1 shows the responses of the respondents towards impact of salaries on teachers’ job performance in senior secondary schools in Gombi Education Zone. The table buttress that most of the respondents were in agreement to Items 1 - 9, which means that teachers’ salaries, improve productivity, and teachers job performance are influenced by non-payment of salaries and allowances

Similarly, Item 6 was also agreed to by most of the respondents, which revealed that teachers pay the school fees of their children promptly due to regular payment of their salaries. Also, Item 7 was agreed to by the respondents that the take home at the end of the month for teaching staff can serve as a basis for them to remain in teaching. In addition, Item 8 was agreed to by the respondents which revealed that the payment of teachers’ salaries is better now than before. While the respondents strongly agreed to Item 9 that the uncertainty of getting salary at the end of the month make teachers not to be serious with their work. In contrast, teachers disagreed that the certainty of getting salary at the end of the month encourages teachers to be dedicated to work and the decision to remain in their job

Research Question 2: How does promotion impact teachers’ job performance in senior secondary schools in Gombi Education Zone, Adamawa State?

Table 2: Respondents' Mean Scores and Standard Deviation on the Impact of Promotion on Teachers' Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State

S/N	Items	N	\bar{x}	δ	Decision
1.	Teachers' job performance in secondary school improves when they are promoted promptly.	360	2.90	1.31	Agree
2.	Teachers' job performance is harmed by irregular promotions.	360	3.88	0.41	Strongly Agree
3.	The Board and Ministry of Education unilateral promotion of teachers has an impact on their job performance.	360	3.52	1.07	Strongly Agree
4.	Promotion is done in conjunction with the Ministry of Education officials in my school to encourage teachers' job performance.	360	2.94	1.21	Agree
5.	When teachers are not promoted as at when due can discourage them to work harder and to remain in the job.	360	3.37	0.80	Agree
6.	Teachers' job performance in secondary schools is affected by discriminatory promotion.	360	3.17	1.24	Agree
7.	Promotion through written examinations enhances teachers' job performance.	360	3.32	0.90	Agree
8.	Improvement in the promotion of teachers in my school enhances their job performance.	360	3.18	1.06	Agree
9.	Non-improvement in the promotion of teachers in secondary school can affect their job performance.	360	2.92	0.88	Agree
0.	Promotion through the approval of principal enhances teachers' job performance in secondary school.	360	3.64	0.92	Strongly Agree
Grand Mean			3.28	0.98	Agree

Table 2 shows the respondents' responses towards the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone. The Table revealed that most of the respondents were in agreement that teachers' job performance in secondary school improves when they are promoted promptly. They were also with the opinion that when teachers are not promoted as at when due, it could discourage teachers to work harder and to remain in the job. Therefore, teacher's job performance can be improved when machineries for promotion are put in place.

Testing of Research Hypotheses

The null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Hence, the following acronym stands as: n = sampled number of respondents; df = degree of freedom; sig = level of significance, and F = F ratio.

H₀₁: There is no significant difference in the mean response scores among the respondents on the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

Table 3: Analysis of Variance (ANOVA) of the Response Scores among the Respondents on the Impact of Salaries on Teachers' Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.833	2	2.917	8.671	.000

Within Groups	120.086	357	.336
Total	125.919	359	

*Significant $p < 0.05$

Table 3 shows ANOVA analysis of the response scores among the respondents on the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The F-value of 8.67 for the group is significant, when comparison is done between the p-value and alpha. Since the p-value is less than the alpha level ($p < 0.05$), the null hypothesis of no significant difference is rejected. This means that there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with $F(2, 359) = 8.67, p < 0.05$.

H_{02} : There is no significant difference in the mean response scores among the respondents on the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State.

Table 4: Analysis of Variance (ANOVA) of the Response Scores among the Respondents on the Impact of Promotion on Teachers' Job Performance in Senior Secondary Schools in Gombi Education Zone, Adamawa State

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.455	2	.728	3.989	.019
Within Groups	65.118	357	.182		
Total	66.573	359			

*Significant $p < 0.05$.

Table 4 shows ANOVA analysis of the response scores among the respondents on the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The F-value of 3.99 for the group is significant, when comparison is done between the p-value and alpha. Since the p-value is less than the alpha level ($p < 0.05$), the null hypothesis of no significant difference is rejected. This means that there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with $F(2, 359) = 3.99, p < 0.05$.

5. Discussion

The finding of research question 1 in table 1 reveals that most of the respondents agreed to the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with a grand mean of 3.17. This finding is in agreement with the studies of Alyaha and Mbogo (2017); Pushpakumari (2018) and Taiwo (2017) that found that salaries have major impact on teachers' job satisfaction and effectiveness. Hence, the consensus among the current study's respondents regarding the impact of salaries suggests that financial compensation plays a significant role in motivating teachers. Adequate and timely payment is not only a matter of economic well-being for teachers but also serves as a tangible recognition of their contributions to the education system. In addition, hypothesis 1 was rejected as there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of salaries on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with $F(2, 359) = 8.67, p < 0.000$.

The analysis, with an F-statistic of 8.67 and a p-value of 0.000, suggests that there are notable variations in how teachers, principals, and Ministry of Education officials perceive the impact of salaries on teachers' job performance. The small p-value indicates that the observed differences are unlikely to be due to random chance. Thus, the implication of this finding is that it reveals the critical role of financial incentives, promotion

opportunities, and comprehensive benefits in motivating teachers. Implementing policies that prioritize competitive salaries, transparent promotion criteria, and attractive fringe benefits can contribute to higher levels of teacher satisfaction, potentially reducing turnover rates and promoting retention.

The finding of research question 2 in table 2 reveals that most of the respondents agreed to the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with a grand mean of 3.28. This finding is in agreement with the studies of Rossberg and Friss (2014); Madu and Anyalebechi (2016); Ramli (2018); and Yuen, Loh, Zhou and Wong (2018) that found that staff promotion have high impact on workers' performance. Hence, the acknowledgment of the impact of promotion on job performance underscores the importance of career advancement as a motivational factor. Opportunities for professional growth and recognition of merit contribute to a sense of achievement and commitment among teachers, positively influencing their performance. In addition, hypothesis 2 was rejected as there is a significant difference in the mean response scores among the respondents (teachers, principals and MoE officials) on the impact of promotion on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State, with $F(2, 359) = 3.99, p = 0.019$. The F-statistic of 3.99 with a p-value of 0.019 suggests that there are statistically significant differences in how teachers, principals, and Ministry of Education officials view the influence of promotion on teachers' job performance. Therefore, the implication of this finding is that it reveals the critical role of promotion opportunities in motivating teachers for high job performance. Therefore, policies that prioritise open and fair promotion standards may help improve teachers' effectiveness on the job.

6. Conclusion

On the basis of finding of the study it was concluded that, salaries and promotion of staff have significant impact on teachers' job performance in senior secondary schools in Gombi Education Zone, Adamawa State. The interplay of competitive salaries and transparent promotion pathways creates an environment that not only motivates teachers but also supports teachers' holistic well-being. However, the study findings also revealed that when teachers did not get their rights; leave and promotion to promote their professional standard, this may discourage teachers to work effectively. Hence, recognizing and addressing these factors is pivotal for educational policymakers, administrators, and stakeholders in Gombi Education Zone. A strategic and holistic approach to enhancing the conditions of service could contribute not only to individual teacher satisfaction, performance and effectiveness but also to the overall improvement of the education system in the region.

7. Recommendation

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

1. Government through the State Board should conduct regular reviews of teacher salaries to ensure they remain competitive within the region. Consider benchmarking against neighbouring zones or states to offer competitive compensation that reflects the dedication and contribution of teachers in Gombi Education Zone.
2. The Post Primary School Board should establish clear, transparent, and merit-based criteria for teacher promotion by providing guidelines that clearly outline the requirements for career advancement, ensuring that the process is fair, objective, and encourages professional growth.
3. The government and school management should expand and improve welfare packages to provide comprehensive support for teachers' personal and family well-being. Include provisions for family healthcare, housing assistance, and other elements that contribute to a supportive work environment.

8. References

1. Akinwumi, F.S. (2014). *Impact of motivation and supervision on teacher productivity in secondary schools in Oyo State, Nigeria*. An Unpublished Ph.D. Thesis.

2. Akuoko, K.O. & Donkor, D. (2016). Motivation and performance of teachers in selected second cycle institutions in the Ejisu-Juaben Municipality, Ashanti, Region, Ghana. *International Journal of Business and Management*, 2(9), 1-10.
3. Alyaha, D. O. & Mbogo, R. W. (2017). Demographic factors affecting teachers' job satisfaction and performance in private primary schools in Yei Town, South Sudan. *IRA International Journal of Education and Multidisciplinary Studies*, 8(1), 142-148.
4. Chaudhry, M. S., Sabir, H. M., Rafi, N., & Kalyar, M. N. (2017). Exploring the relationship between salary satisfaction and job satisfaction: A comparison of public and private sector organizations. *Journal of Commerce*, 3(4), 1–14.
5. Federal Republic of Nigeria, FRN (2014). *National policy on education*. FGN Abuja: Nigeria.
6. Gikunda, M. G. (2016). *Factors influencing teacher performance in the implementation of geography curriculum in public secondary schools in Imenti South Sub County, Meru County Kenya*. (Unpublished Master's Thesis: University of Nairobi).
7. Hasibuan, M. S. P. (2018). *Human resource management*. Jakarta: PT Bumi Aksara.
8. Karaba, R. (2017). *Making sense of freedom in education: three elements of neoliberal and pragmatic philosophical frameworks*. Unpublished PhD thesis, Miami University, USA.
9. Madu, C. C., & Anyalebechi, L. I. (2016). Job satisfaction and performance of librarians in Universities in South East Nigeria. *Journal of Policy and Development Studies*, 10(4), 92–101.
10. Muheeb, R. (2014). *Basic motivation strategies and teacher performance in Somolu Local Government Area of Lagos State*. Bachelor of Education Degree of University of Lagos.
11. Nanny, D. (2015). *Employee productivity in public institutions: The human dimension for institutional prosperity in Sangwan, China*. <http://64.17.184.140/wp-content/uploads/2013/02/V5I2-6.pdf>.
12. Osei, M. (2017). *The effect of motivation on employee performance in Ghana education service: A case study of angel educational complex*. Master of Business Administration, KNUST, Kumasi.
13. Ramli, A. H. (2018). Compensation, job satisfaction and employee performance in health services. *Business and Entrepreneurial Review*, 18(2), 177–186.
14. Rossberg, J & Friis, S. (2014) Working environment and job satisfaction: A psychometric evaluation of the Working Environment Scale 10. *Social Psychiatry and Psychiatric Epidemiology*, 7, 576-580.
15. Shin, B. (2020). The deinstitutionalization of teacher promotion system: focused on the changes in teachers' perception on the promotion system. *The Korean Educational Administration Society*, 38(2), 59–87. <https://doi.org/10.22553/keas.2020.38.2.59>.
16. Singh, P. & Loncar, N. (2016). Pay satisfaction, job satisfaction and turnover intent. *Relations Industrielles*, 65(3), 470–490.
17. Taiwo, M. B. (2017). Salary and condition of promotion as motivation for teacher job performance in Ilorin. *Journal of Education*, 2(2), 253-286.
18. Takwate, K. T. (2021). Psychosocial effect of motivational incentives on senior secondary school teachers' work effectiveness in Adamawa State, Nigeria. *Britain International of Linguistics Arts and Education (BloLAE) Journal*, 4(1), 134-151.
19. Uwannah, N. C., Amanze, S. U., Adeoye, A. O. & Alaba, A. O. (2019). Work environment, school type and job performance of secondary school teachers: Evidence from Ijebu-North, Ogun State. *Journal of Education and Human Development*, 8(3), 92-100.
20. Yuen, K. F., Loh, H. S., Zhou, Q. & Wong, Y. D. (2018). *Determinants of job satisfaction and performance of seafarers*. Transportation Research.

Corresponding Author: [AGAH, P. Marcel](#), Adamawa State University, Mubi, Faculty of Education, Department of Science Education, Adamawa State Nigeria.

How to cite this article: [AGAH, P. Marcel](#), [YAKUBU, Nurudeen](#), Impact of Salaries and Promotion On Senior Secondary School Teachers' Job Performance in Gombi Education Zone, Adamawa State, Nigeria. *Asian. Jour. Social. Scie. Mgmt. Tech.* 2024; 6(1): 187-195.