

**Evaluation of Staff Personnel Management Practices of Cross River State Universal Basic Education Board (CRSUBEB): Implications for Lower Basic Schools.****James, Kingsley Okon**

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*The purpose of this study is to investigate staff personnel management practices for lower basic schools in Cross River State, Nigeria. The study is based on four (4) research questions. The population of the study comprises of 1,923 CRSUBEB staff. Descriptive survey design is employed for this study. Stratified random sampling technique is used to select three hundred and twenty-one (321) respondents as sample for the study. Data were collected using the researchers' developed instrument titled "Evaluation of Staff Personnel Management Practices for Lower Basic Schools Questionnaire (ESPMPLBSQ)". The research questions were analyzed using Mean and standard deviation. The major findings revealed that, some stipulated policies of staff development, job security, promotion and performance appraisal feedback were strictly applied while some were not applied in the staff personnel management practices of CRSUBEB. This indicates that, the staff personnel management practices of CRSUBEB exhibits some level of inconsistencies which will continue to hamper teachers' effectiveness in extension the realization of the lower basic schools' goals and objectives in the State if not properly addressed. It was therefore recommended among others that, CRSUBEB should perform its responsibilities of managing teachers through regular staff development programmes to help enhance the art and science of teaching-learning activities in the lower basic schools in the State.*

**Keywords:** Evaluation of Staff personnel management practices, Lower Basic Schools.**Introduction**

Education is a human industry, the more sophisticated it is the more quality products it provides hence, quality education such as the lower basic education is a necessity for both human and societal advancement. Afolayan (2014) concurred and opined that, a nation which cannot provide good and relevant education for its citizens has no right to expect rapid economic and social advancement. This implies that, quality education is the only means individuals can acquire specialized knowledge, skills, values, norms, appropriate character and attitudes for worthwhile living which is a prerequisite for international competitiveness.

Lower basic school commonly referred to as primary school is the foundation for sustainable lifelong learning. It provides reading, writing, numeracy skills, variety of programmes and activities that enable learners acquire functional literacy (Federal Ministry of Education in Okojie, 2015). Lower basic school is a potent education that focuses on

learning to strengthen the capacities of learners to act progressively on their own. It facilitates the acquisition of relevant knowledge, useful skills, appropriate attitudes, characters and behaviours that enable learners to create for themselves and others places of safety, security and healthy interaction (Universal Basic Education Commission, 2015). It is not only a provision or programme but a basic human right that frees individuals from a state of ignorance and reduces all forms of negative tendencies of poverty relating to, in particular health and nutrition (Webster, 2000).

Consequently, every educational system lower basic school inclusive heavily depends on teachers' effectiveness for the execution of its programmes and activities. The improvement and maintenance of high educational standards which form the basis of evaluation is only possible through teachers' effectiveness in areas like feedback to learners, guidance and counseling services, time utilization, learners' works evaluation and motivation anchored on conscious staff personnel management practices (Bisong, 2000). Lassa (2000) claimed that, quality lower basic education cannot be provided by just anybody. It requires an effective teacher who plans and delivers the lessons in such a way that objectives can be achieved. This implies that an effective teacher is a person who demonstrates practical knowledge of the subject matter, instructional strategies, attitude towards professional self improvement, communication skills, maintenance of discipline, evaluation of pupils' works, good measures of teacher-pupils relationship and creation of conducive learning environment for learners to make use of available resources and cooperate with class mates to achieve quality learning.

Akinsola (2010) averred that improving staff personnel management practices in lower basic schools in terms of staff development, promotion, job security and performance appraisal feedback is seen as the key to raising veteran and retaining experienced teachers' effectiveness towards achieving the school goals and objectives. In other words, if the teachers are apathetic, ineffective, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social in their job, it therefore implies that, the whole system or nation is doomed. Similarly, if they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous hence the need for productive staff personnel management practices for lower basic schools becomes imperative. Onasanya (2005) reported that, no self-respecting business organization such as the lower basic school would consider a convention complete without at least one talk on the management of people at work. Personnel management is concerned with people at work, the control or authority over their welfare, safety and maintenance, the relationship of such people within the enterprise and the relationship between the workers and their employers with a view to achieving the corporate objectives.

Staff personnel management practice in this context involves the act of staff development, promotion, job security and performance appraisal feedback geared towards the accomplishment of the lower basic school goals and objectives. According to Universal Basic Education Commission (2015) staff personnel management practice involves recruiting appropriate staff, motivating them for optimal performance, training and developing staff, appraising staff performance, ensuring staff performance appraisal feedback, disciplining staff, establishing and using various personnel records and forms. Staff personnel

management practice in the words of Ibukun (2004) is typically concerned with the recruitment, welfare, training, promotion, motivation, transfer, job security, performance appraisal feedback and discipline of staff. Staff development is a programme of activities designed to assist the workforce of an organization (lower basic schools) to acquire relevant, desirable and expertise knowledge, ideas, skills and other capabilities that enable them demonstrate excellent commitment to achieving the goals of that organization. Staff development packages provide on the job experiences and information that help the employees (teachers) become more proficient and qualified at a task at their current jobs. A well trained group of employees should result in the reduction of costs, stress turnover and absenteeism and a corresponding increased in efficiency and customer satisfaction.

Staff development according to James (2017) involves activities designed by schools' managers to enhance the professional knowledge, skills and attitude of teachers so that they might be improved in their academic performance in schools. Staff development is a continuous process that allows employee (teachers) in lower basic schools to develop their capacities. It involves assisting employees improve their job performance and prepare for greater responsibilities. This implies the fact that, as teacher lives in a world where things change constantly and rapidly, yesterday's good teacher cannot automatically be considered as today's best teacher as staff development opportunities serve as instruments to help improve their job performance (James, 2017). Staff development programmes is a problem-centered, learners-oriented and time-bound series of activities which provides the opportunity to develop a sense of purpose, broaden perception of teachers and increase capacity to gain knowledge and mastery of techniques (Udida, Okpa & Wonah, 2009). James (2017) studied administrators' capacity development strategies for teachers' commitment to duties in public secondary schools in Odukpani Local Government Area of Cross River State, Nigeria. Results revealed that capacity development strategies of school administrators for teachers in terms of in-service training and workshops alike significantly relate with their commitment to duties in schools.

Job security is an aspect of staff personnel management practices in any educational organization with lower basic schools inclusive. Employees' (teachers') reaction to the lack of security varies; individuals may experience severe psychological reactions to job loss and or the threat of the job loss. Low self-esteem, self confidence, social isolations, anxiety and powerlessness are examples of possible psychological reactions. These reactions extend beyond actual losers to their patterns and other family members. Not only is work commitment weakened by job insecurity but organizational effectiveness can deteriorate as well thus the outcome of job insecurity is always negative (Carrolyn in Odunga, 2013). Studies have revealed that, low wages coupled with lack of pension programmes and insurance are often connected to low level of job satisfaction (Case, Harmmerstein and Woolhandle, 2002). Job security encompasses more than the teachers (employees) financial needs, it relates to their physical, emotional and household wellbeing.

Using data from the 1988 and 1989 general survey, Abdullah, Djebarni and Mellani (2010) found that those with a strong desire for job security were significantly more likely to prefer government jobs. Employers such as the State University Basic Education Board

(SUBEB) provide benefits such as paid leave, promotion arrears, fringe benefits, annual incremental steps, gratuities and pensions which tend to be provided more in the public sector than the private sector may play an important role in the security associated with government work (Frank and Vecera, 2008). A study by Khalid and Irashad (2010) showed that the employees (teachers) of public sector organization such as lower basic schools are more satisfied with job security as compared to their counterparts (private sector organization). Green and Tsitsianis (2005) also reported that, increased in job security schemes will resort in greater organizational commitment. Rosenblatt and Ruvio in Odunga (2013) carried out study on the effect of job insecurity on work attitudes of employees (teachers). Results indicated that job insecurity had adverse effect on organization commitment and employees effectiveness. Ashford, Lee and Bobko in Odunga (2013) examined the impact of job insecurity on job satisfaction, organizational commitment and job performance. The study revealed that, job insecurity leads to reduce job satisfaction and reduced organizational (school organization) commitment but it has no significant impact on job performance.

Staff promotion is crucial to teachers as it has to do with increase in salaries, taking up more responsibilities and boosting social status. Ofojebe and Ezugoh (2010) carried out a study on teachers' motivation and its influence on quality assurance in the Nigerian educational system. Survey design was adopted for the study. Sampled schools and teachers from Lagos State, Anambra State, Imo State and Delta State were used for the study. The finding indicated that, such factors as promotion, salary and the likes had significant influence on teachers' motivation vice versa their effectiveness in the schools. Akuoko, Dwumiah and Baba (2012) researched on teacher motivation and quality education delivery, study on public Basic schools in Tamale Metropolis in Ghana. The study examines the relationship between teacher motivation and delivery of quality education. Descriptive survey was adopted for the study with 20 respondents (teachers) selected from the schools. Questionnaire and simple observation method were used for data collection while chi-square ( $X^2$ ) statistics was used for data analysis. The study revealed that, motivation has a significant relationship with quality education delivery and such motivational strategies as promotion, salary payment and opportunities for career development are strong motivators that can boost teachers' morale towards delivering quality education. In a study by Karim and Rodger (2005) among lecturers in Makerere University in Uganda revealed that, the lecturers were relatively satisfied with core workers behaviour, supervision and intrinsic facets of teaching while their potential sources of dissatisfaction were remuneration, promotion, governance and physical facilities. Morse in Obineli (2013) in a study revealed that, the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how they have moved from the starting point rather than how far they desire to move. This implies that, promotion can be a source of job satisfaction till a particular level and therefore no longer influence job satisfaction (Obineli, 2013).

The essence of performance appraisal lower basic school is to determine how well a staff has performed the task assigned to him/her. The staff needs a feedback to know whether he/she did well or poorly. If the staff effectiveness is just average or below, he/she needs to be told to improve upon it in order to earn his/her promotion or wage increase and enhance

productivity. In other words, if a staff member learns that he/she is not performing up to the expected standard, he/she will be encouraged to be better especially if help is given to do so. Ezeugbor (2007) held a view that, feedback is necessary in appraisal so that people can monitor their performance and take corrective action for the future. The first and basic value of systematic performance appraisal feedback is that, it provides information of great assistance in making and enforcing decisions about such subjects as promotion, pay-increase, lay-offs and transfer (Ezugbor, 2007). Performance appraisal feedback asserts very critical influence in determining staff productivity. Universal Basic Education Commission (2015) opined that, a good performance appraisal feedback should help staff improve on their job performance, it should be positive in nature and not directed towards fault finding or victimizing the staff being appraised. It is the appraisal feedback system that affords State Universal Basic Education Board managers the opportunity to determine what future performance level should be and that attracts economic and non-economic promotion and incentives.

In a study carried out by Ezeugbor (2007) on the influence of performance appraisal feedback and goal setting on the productivity of University career administrators. Survey design was used for the study in Abambra, Enugu and Ebonyi States of Nigeria. Two research questions and corresponding null hypotheses guided the study. A 13-item research development questionnaire was used in procuring the relevant information for the study. Means and the t-test statistics were used in data analysis. The results of the study showed that, performance appraisal feedback and mutual goal setting between the appraiser and the appraisee positively influence the productivity of University career administrators. The strategies of incentives as identified by Ezeugbor (2007) includes enhanced placement at the time of employment, annual appraisal and promotion to acknowledge and reward exceptional performance. Others include; merit award, honor list, long-service awards and cash or bonus awards. On the strategies of disincentive as identified includes; demotion, lack of compensation, lack of promotion and suspension. Therefore, wage incentives, promotion, merit award, transfer, termination and demotion remain part of appraisal feedback that could influence the productivity of teachers.

In Cross River State, the State Universal Educational Board (SUBEB) with its offices in the Eighteen (18) Local Education Authorities is in charge of staff personnel management practices. This body which was formally called and addressed as State Primary Education Board (SPEB) established by the State Primary Education Law (Edict) of 1993 was renamed State Universal Basic Education Board (SUBEB) by the Cross River State Universal Basic Education Edict of 2004. The board is responsible among other functions for staff development, job security, promotion, and performance appraisal feedback. To achieve productive lower basic school goals and objectives, teachers' effectiveness in areas like knowledge of the subject matter, instructional strategies, communication skills, maintenance of discipline, evaluation of pupils' works and maintenance of conducive learning environment becomes issue of great importance threshold on maximum staff personnel management practices. In other word, the laid down criteria and mode of operations that defines how staff development, job security, promotion, and performance appraisal feedback

should be carried out. Staff development according to James (2017) should be designed by schools' managers to enhance the professional knowledge, skills and attitude of teachers so that they might be improved in their academic performance in schools. This process involves assisting staff improve their job effectiveness and prepare for greater responsibilities for goals attainment. Similarly, UBEC (2015) reported that, performance appraisal feedback in lower basic schools should always be sensitively provided privately to staff giving emphasis on the areas they did well or achieved, then moving on to the areas where improvement need to be achieved. In other word, it should be positive in nature and not directed towards fault finding or victimizing the staff being appraised. The board should ensure better staff development, job security, promotion, and performance appraisal feedback into the lower basic schools teaching service.

In recent years however, complaints concerning the lower basic schools ineffectiveness have been in public discourse. The crux of the matter is that the system can no longer render the desired policy objectives for its clients. Ajayi (2002) and Omoregie (2005) reported that lower basic school is riddled with crises of various dimensions and magnitude all of which combines to suggest that it is at crossroad. In Cross River State, productive staff personnel management practices for the attainment of lower basic school goals and objectives is what stakeholders in the sector agitate for and desire to see. Regrettably however, it appears that in most of the lower basic schools in Cross River State, staff personnel management practices in areas like staff' development, job security, teachers' promotion and performance appraisal feedback seem to suffer some attendant consequences which in extension have affected teachers' effectiveness cum the lower basic school goals and objectives. This means that absence of productive staff personnel management practices can bring about poor teachers' effectiveness cum lower basic school goals accomplishment if adequate attention is not ensured.

Regarding the issue of teachers' knowledge of the subject matter, it is observed that, there is crisis of poor instructional delivery in regards to teachers' knowledge of the subject matter in lower basic schools. Most teachers in schools do not appear to possess the necessary practical knowledge of the subject matter to drive home effective instructional delivery for the benefit of the children under their care. Esu (2004) opined that good knowledge of the subject matter involves the ability of the teacher to break the subject matter into logical and smaller units which allow the learners to understand clearly the content of what is taught. Ige (2013) reported that the recruitment of many low quality outputs of lower basic schools into secondary school system creates stress for teachers who have to double their efforts to teach the students effectively. This situation however is glary as the clients' effective acquisition of essential lifelong learning skills as envisage are dangerously hampered. Okorodudu (2003) stressed that to achieve the essence of lower basic school the need for productive staff personnel management practices as instruments to upgrade teachers effectiveness to overcome difficulties in different subject areas becomes issue of great importance.

It is also observed that, there is crisis in the lower basic schools occasioned by poor strategies of pupils' works evaluation. Most teachers in the schools do not appear to possess the necessary expertise to ensure quality evaluation of pupils' works. Evaluation of pupils' work which is for assessment, promotion and eventual graduation are not properly taken care

of in schools as this is haphazardly done without consideration given to effective data management culture and uniform system of evaluating pupils in the system. This issue has crippled the systematic gathering of detailed information and data on the general weaknesses and challenges confronting the school system from the pupils, teachers, managers and policy makers' performance. (Udida, 2014) stated that evaluation of pupils' works in schools should be fashioned in such a way to help the learners develop basic concepts, clarify specific competence in which they have achieved, identify what is yet to be achieved as this will contribute in motivating them to remedy their deficiencies where necessary.

More worrisome is the aspect of communication skills between the teachers and the learners in lower basic schools. Many teachers do not appear to possess the communication skills necessary to enhance quality instructional delivery and these have affected learners' comprehension of information. Effective communication skill is one that is between two or more persons wherein the intended message is successfully delivered, received and understood. Cooper (2002) stated that since much instructional delivery involve communication, the importance of clarity was necessary. This means that teachers are required to apply advance organizer, verbal maker, association, examples and metaphors to promote clarity in any given instructional situation in schools.

Despite genuine attempts by concerned stakeholders in the sector in their various ways to remedy the situation yet the problem of staff personnel management practices for lower basic schools still persist. Therefore, it is against this state of affair this study is envisaged to examine the extent to which SUBEB ensures its staff personnel management practices in lower basic schools in Cross River State, Nigeria.

Specifically, this study is guided by the following research questions;

1. How does CRSUBEB ensure staff development of their teachers?
2. To what extent does CRSUBEB ensure teachers' job security in lower basic schools?
3. In what way does CRSUBEB ensure its practice of teachers' promotion in lower basic schools?
4. How does CRSUBEB ensure performance appraisal feedback of their teachers?

## **Methodology**

Descriptive survey design was used for this study. The population of this study was 1,920 CRSUBEB staff. CRSUBEB LGEA staff 723; CRSUBEB Headquarters' senior staff-109 and Head teachers-1091 all from the State Universal Basic Education Board, Calabar. Stratified random sampling technique was used to select 16.69% being three hundred of twenty-one (321) respondents for the study. Item-structured instrument titled "Evaluation of Staff Personnel Management Practices for Lower Basic Schools Questionnaire (ESPMPLBSQ)" developed from the literature reviewed by the researchers with the help of three (3) experts in Faculty of Education, University of Calabar, Calabar was used for data collection. These three experts, two from Department of Educational Management and one from Measurement and Evaluation Unit validated the instrument as appropriate. The instrument was divided into two sections. Section A elicits information on the respondents' personal data while section B was a 4-point modified Likert scale. Each variable was measured

using 10 items which gave a total of forty (40) items. Each item had four response options ranging from Strongly Agree (SA) - Strongly Disagree (SD). The respondents were required to tick one of four response options against each item to show the extent of their agreement or disagreement with the item. The reliability of the instrument was reached using Cronbach Alpha reliability technique to determine the internal consistency of the items which yielded a coefficient of .84 with .89 as overall. Data collected from the respondents were analyzed using mean scores and standard deviation in answering the research questions.

**Data analysis and results**

**Research Question 1:** How does CRSUBEB ensure staff development of their teachers?

**Table 1:** Mean rating of the research respondents on staff development

S/n	Questionnaire items	$\bar{X}$	SD	Rmk
1	Ensuring that teachers attend in-service training approved by CRSUBEB	3.19	0.21	SA
2	Organizing seminars based on pressure from seminar organizers or officials of government	3.25	0.95	SA
3	Approving relevant in-service training for teachers	3.15	0.85	SA
4	Regularly organizing seminars and workshops for teachers	2.26	1.00	D
5	Organizing conferences for teachers in schools	2.35	1.12	D
6	Encouraging teachers in pursuing qualifications or professional development related to their job.	1.49	0.98	D
7	Granting all teachers equal access to training programmes in schools	2.19	1.03	D
8	Planning professional development to take into account the needs and interests of teachers.	2.16	1.35	D
9	Providing teachers the access to a wide variety of educational training opportunities	2.25	1.14	D
10	Encouraging teachers to undertake training courses to develop new skills.	3.19	0.73	SA
<b>Cumulative mean</b>		<b>2.55</b>		

In Table 1, the mean rating of the respondents for four (4) of the items are above the criterion or acceptance mean of 2.50 on the four-point rating scale. These are items 1, 2, 3 and 10. The standard deviations of these items were less than 1.00. Therefore, it is the opinions of the respondents that CRSUBEB ensures that teachers attend in-service training approved by CRSUBEB, organizes seminars based on pressure from seminars organizers or officials of government, approves relevant in-service training for teachers and encourages teachers to undertake training courses to develop new skills. Whereas for items 4, 5, 6, 7, 8 and 9, the mean values were below benchmark of 2.50. This indicates that, CRSUBEB did not ensure staff development of their teachers. Therefore, it is the opinion of the respondents that, CRSUBEB did not regularly organizing seminars and workshops for teachers, did not organize conferences for teachers in schools, did not support teachers in pursuing qualifications or professional development related to their job, did not grant all teachers equal access to training programmes in schools, did not plan professional development to take into account the needs and interests of teachers and did not provide teachers the access to a wide

variety of educational training opportunities. The highest mean score of 3.25 was recorded on item 2, indicating that, CRSUBEB in terms of staff development of their teachers, organizes seminars based on pressure from seminar organizers or officials of government while the least score of 1.49 was recorded on item 6, showing that, CRSUBEB in terms of staff development of their teachers did not encourage teachers in pursuing qualifications or professional development related to their job. However, given that the cumulative mean is 2.55 and is greater than the criterion mean of 2.50, there is an agreement among the respondents that CRSUBEB do carry out staff development in lower basic schools in Cross River State.

**Research Question 2:** To what extent does CRSUBEB ensure job security of teachers in lower basic schools?

**Table 2:** Mean rating of the research respondents on job security

S/n	Questionnaire items	$\bar{X}$	SD	Rmk
1	Teachers professional dignity is well respected in schools	2.19	1.03	D
2	Teachers demotion is premised on punitive ground	3.21	0.35	A
3	Teachers appointment into the teaching service is pensionable	3.19	0.21	SA
4	Teachers enjoy adequate job security provisions in their workplace	2.43	1.18	D
5	Teachers remuneration packages are very attractive and commensurable	2.16	1.35	D
6	School compound is well fenced with gates at strategic points for teachers safety	2.24	0.61	D
7	Teachers Salary Structure (TSS) policy are provisioned and implemented for professional teachers	1.12	1.66	D
8	Retirement benefits are given to deserve teachers as they retire without delay	1.12	0.93	D
9	Teachers' annual salaries incremental steps are effected as new year began	2.25	1.14	D
10	Security gargets are strategically mounted in schools for teachers' safety.	1.45	1.52	D
<b>Cumulative mean</b>		<b>2.14</b>		

In Table 2, items 2 and 3 scored above the acceptance mean of 2.50. The standard deviations of these items were less than 1.00. It is therefore the views of the respondents that, teachers' demotion is premised on punitive ground and teachers' appointment into the teaching service was pensionable. On the other hand, items 1, 4, 5, 6, 7, 8, 9 and 10 scored below, 2.50 benchmark. This therefore revealed the views of the respondents that, teachers' professional dignity was not well respected in schools, teachers did not enjoy adequate job security provisions in schools, teachers' remuneration packages were not very attractive and commensurable, school compound was not well fenced with gates at strategic points for teachers' safety, Teachers Salary Structure (TSS) policy were not provisioned and implemented for professional teachers, teachers' retirement benefits were not given immediately to deserved teachers as they retire, teachers' annual salaries incremental steps were not implemented as new year began and that security gargets were not strategically mounted in schools for teachers' safety. The highest mean score of 3.21 with its corresponding

standard deviation value of 0.35 is recorded in item 2, indicating that, job security of teachers in terms of teachers appointment into the teaching service was pensionable whereas the lowest mean score of 1.12 with 1.66 standard deviation value is recorded in item 7, showing that, teachers Salary Structure (TSS) policy were not provisioned and implemented for professional teachers. Similarly, another lowest mean score of 1.12 with 0.93 standard deviation value is recorded in item 8, indicating that, teachers’ retirement benefits were not given immediately to deserve teachers as they retire. However, given that the cumulative mean is 2.14 and is less than the criterion mean of 2.50, there is an agreement among the respondents that CRSUBEB did not carry out job security of teachers in lower basic schools in Cross River State.

**Research Question 3:** In what way does CRSUBEB ensure its practice of teachers’ promotion in lower basic schools?

Table 3: Mean rating of the research respondents on staff promotion

S/n	Questionnaire items	$\bar{X}$	SD	Rmk
1	There is always delay in financial implementation of teachers promotions	3.25	0.61	SA
2	Promotion is based on hard work of teachers	2.14	0.75	D
3	There is specific period for promotion	2.40	0.15	D
4	Teachers are notionally promoted every three years	3.26	0.75	SA
5	There is clearly defined procedure for teachers promotion	3.45	0.33	SA
6	Specific period of teachers promotion is not always respected	3.33	0.92	SA
7	Arrears of promotion are always paid to teachers	2.61	0.33	D
8	Teachers’ performance in promotion interviews determines promotion.	2.26	1.00	D
9	There is favoritism in the promotion of head teachers	3.20	2.41	SA
10	Regular promotions are used to motivate teachers in rural areas.	2.09	1.36	D
<b>Cumulative mean</b>		<b>2.80</b>		

In Table 3, the respondents rated items 1, 4, 5, 6 and 9 of the items above the criterion mean of 2.50 except for items 2, 3, 7, 8 and 10 which is below the benchmark mean. The highest mean of 3.45 with standard deviation value of 0.33 is recorded in item 5, showing that, there is clearly defined procedure for teachers’ promotion while the lowest mean score of 2.09 with standard deviation value of 1.36 was recorded in item 10, indicating that, regular promotions are not used to motivate teachers in rural areas. However, given that the cumulative mean is 2.80 and is greater than the criterion mean of 2.50, there is an agreement among the respondents that CRSUBEB do carry out teachers’ promotion in lower basic schools in Cross River State.

**Research Question 4:** How does CRSUBEB ensure performance appraisal feedback of their teachers?

Table 4: Mean rating of the research respondents on performance appraisal feedback of their teachers

S/n	Questionnaire items	$\bar{X}$	SD	Rmk
1	Facilitating appraisal feedback to channel teachers' energies towards increased productivity.	3.65	0.95	SA
2	Avoiding appraisal feedback that has negative effects on teachers goal attainment	2.09	1.36	D
3	Avoiding appraisal feedback that can negatively influenced decision making in regards to teachers promotion, remuneration, demotion, transfer, training and development	2.21	0.41	D
4	Ensuring that much is done to assist teachers to develop upon themselves where weaknesses or strengths are identified.	2.40	0.15	D
5	There is a clear criteria for teachers' performance appraisal feedback	3.77	0.27	A
6	Ensuring that appraisal feedback enhances teachers performance	3.20	2.41	SA
7	Ensuring that appraisal feedback gives access to decision making in the school system	3.45	0.33	SA
8	Ensuring that teachers' appraisal feedback promotes effective work relations.	2.25	1.14	D
9	Ensuring positive performance appraisal feedback to motivate teachers commitment to duties	2.20	0.83	D
10	Ensuring that appraisal feedback is fashioned to enable teachers monitor their performance and corrective action for the future	3.60	0.65	SA
<b>Cumulative mean</b>		<b>2.88</b>		

In Table 4, items 1, 5, 6, 7 and 10 were rated higher than the mean score criterion of 2.50 by the respondents exception of items 2, 3, 4, 8 and 9 were rated below the criterion mean score of 2.50. the highest mean score of 3.77 with standard deviation value of 0.27 was recorded in item 5, revealing that, CRSUBEB in items of performance appraisal feedback of their teachers ensures that, There is a clear criteria for teachers' performance appraisal feedback on the contrary, the lowest mean score of 2.20 with corresponding standard deviation value of 0.83 was recorded in item 9, showing that, CRSUBEB ensures positive performance appraisal feedback to motivate teachers commitment to duties. However, given that the cumulative mean is 2.88 and is greater than the criterion mean of 2.50, there is an agreement among the respondents that CRSUBEB do carry out performance appraisal feedback of their teachers in lower basic schools in Cross River State.

### Discussion of Findings

The result of research question one revealed that in developing staff CRSUBEB ensures that teachers attend in-service training approved by CRSUBEB, organizes seminars based on pressure from seminar organizers or officials of government, approves relevant in-service training courses to develop new skills. This result finding indicate that, CRSUBEB appreciates and understands the imperativeness for staff development and is doing much to promote it accordingly. Following these attempts, they assist teachers improve upon their teaching capabilities and competencies. The reason is that, even the best teachers, if they do not remain abreast of professional advances, may lose their worth, currency and possibly their competencies. In the other hand, where government officials and those that package the seminars influence the idea of teacher development programmes one is tempted to doubt the relevance of the staff development seminars put up for teachers. Similarly, while other aspects

of this finding are to be evaluated, the problem of lack of regular seminars and workshops, conferences for teachers, lack of encouragement for teachers to pursue qualifications or professional development related to their job, granting not all teachers equal access to training programmes, taking not into account the needs and interests of teachers while planning for professional development and lack of providing teachers the access to a wide variety of educational training opportunities. This finding is in agreement with the reports of James (2017) who stated that, staff development involves activities designed by school managers to enhance the professional knowledge, skills and attitude of teachers so that they might be improved in their academic performance in schools. This agrees with the fact that, as teachers lives in a world where things change constantly and rapidly, yesterday's good teacher cannot automatically be considered as today's best teacher as staff development opportunities serve as instruments to help improve their job effectiveness (James, 2017).

Result of research question two indicated that, there was problem of lack of respect for teachers' professional dignity in schools, teachers' lack of enjoyment of job security provisions in their workplace, teachers' remuneration packages not very attractive and commensurable, school compound is not well fenced with gates at strategic points for teachers safety, Teachers Salary Structure (TSS) policy are not provisioned and implemented for professional teachers, over delay in the payment of teachers' retirement benefits, and teachers' annual incremental steps are not effected on their salaries as new year began and lack of modern security gargets strategically mounted in schools' compound for teachers' safety. This findings is in consonance with the opinion of Carrolyn in Odunga (2013) who reported irregularities in teachers job security in schools, stated that, not only is work commitment weakened by job insecurity but organizational effectiveness such as the lower basic schools can deteriorates as well, thus the outcome of job insecurity is always negative. In the same vein, Ashford, Lee and Bobko (2013) in a study revealed that, job insecurity in an organization like the school system always leads to reduce job satisfaction and reduced organizational commitment. Supporting the above reports, Rosenblatt and Ruvio in Odunga (2013) in a study on effect of job insanity on work attitudes of employees (teachers) stated the adverse effects of job insanity on organization (school) commitment and employees' effectiveness.

These findings are not suppressing because the way and manner with which teachers are treated in lower basic schools these days leave much to be desired. The school system could be disrupted as a result of poor teachers' job security in the State. Where teachers lack adequate job security which can lead to low self-esteem, poor self-confidence, social isolations, anxiety and powerlessness, there is the danger of school organizational commitment and job effectiveness (Ashford, Lee & Bobko in Odunga, 2013). In the same vein, while applauding the CRSUBEB commitment to ensuring that, teachers' appointment into the teaching service is pensionable, it shows the understanding of CRSUBEB in the need to ensure teaching service pensionable and ensuring that teachers' demotion was premised on punitive ground. This agrees with the view of Khalid and Irashad (2010) who opined that, the employees (teachers) of public sector organization such as public schools are more satisfied with job security as it relates to pension and demotion as compared to their counterparts (Private sector organization). Therefore, increased in job security will resort in greater organizational commitment (Green & Tsitsianis, 2005).

In research question three concerning staff promotion, the respondents agreed that, there is always delay in financial implementation of teachers' promotion, teachers were notionally promoted at every three years, there was clearly defined procedure for teachers' promotion and that specific period of teachers' promotion was not always respected. Teachers' promotion is crucial as it has to do with increase in salaries, taking up more responsibilities and boost social status. The present result is in agreement with Ofogbe and Ezugoh (2010) who revealed in a study that factors such as promotion and salaries had positive significant influence on teachers' motivation and their effectiveness in the school. Unfortunately, teachers' performance in promotion interview did not determine promotion. However, one had expected that, promotion based on performance at the interview would assist board to bring about a high standard so that the teachers could work as a team for better results. This indicating that, there is clearly defined procedure for teachers' promotion but appears not to be judiciously followed as expected. In the same vein, the result shows that there was some level of malpractice in teachers' promotion in the State. Promotion of teachers is not based on hard work, has no specific period and was not used as a means to motivate teachers in rural areas, arrears of promotion were not always paid and specific period for promotion was not always respected. This is very dangerous for the lower basic schools in Cross River State. When promotion of teachers is not measured on hard work, has no specific period, not using as a means to motivate teachers in rural areas, arrears of promotion were not always paid, specific period for promotion was not always respected and when there is delay in financial implementation of promotion then, it is likely to kill teachers' enthusiasm to hard work. This finding agrees with the work of Morse in Obineli (2013) who revealed in a study that, the respondents who were school principals did not show any strong enthusiasm, desire to move up the ladder because they assessed their career success in terms of how they have moved from the starting point rather than how far they desire to move. It is also showing that, the respondents agreed the interference of favouritism in the promotion of head teachers. This stated the reason why most teachers that are due for promotion of headship were not given opportunity nor promoted. This kind of practices engenders ineffectiveness, bitterness and rancor among teachers. On the other hand, one is not expected a teacher whose promotion opportunities are denied especially in financial aspects to be committed, effective and productive in service. This result is in consonance with Obiorah (2004) who reported that there was favouritism in the promotion of school administrators.

Result of research question four with respect to performance appraisal feedback of teachers. It was the candid opinion of the respondents that, appraisal feedback was facilitated to channel teachers' energies towards increased productivity, there was a clear criteria for teachers' performance appraisal feedback, appraisal feedback was ensure to enhance teachers' performance, appraisal feedback was ensure to give access to decision making processes in school and that appraisal feedback was ensure to enable teachers monitor their performance and fashion corrective action for the future. This result is in agreement with the work of pamphlet in Ezeugbor (2007) who held a view that, feedback was necessary in appraisal so that people (teachers) can monitor their performance and take corrective action for the future. This result also agrees with the UBEC (2015) which opined that, good performance appraisal

feedback should be fashioned to help teachers improve on their job performance. In other word, it should be positive in nature and not directed towards fault finding or victimizing the staff being appraised. This implies that, carefully tailored performance appraisal feedback was a very critical indicator in determining staff productivity in the school system. Unfortunately, there was problem of lack of avoidance of appraisal feedback that inflicts negative effects on teachers' goal attainment, there was no avoidance of appraisal feedback that could negatively influence decision making as regards teachers' promotion, remuneration, demotion, transfer, training and development, that much was not done to assist teachers developed upon themselves where weaknesses or strengths were identified during appraisal exercise, appraisal feedback was not done to promote effective work relations among teachers and that positive performance appraisal feedback capable of motivating teachers' commitment to duties was utterly disregarded. This is very dangerous for the lower basic schools in Cross River State. When there is lack of avoidance of appraisal feedback that can inflict negative effects on teachers' goal attainment, no avoidance of appraisal feedback that can exert negative influence on decision making as regards teachers' promotion and remuneration, where much was not done to assist teachers developed upon themselves where weaknesses or strengths were identified during appraisal exercise, not using appraisal feedback as a means to promote effective work relations among teachers and when positive performance appraisal feedback capable of motivating teachers' commitment to duties was utterly disregarded then, it is likely to kill teachers' enthusiasm to work effectiveness. In other word, this kind of practice fosters bitterness and rancor among teachers in schools. The result of this study is in agreement with Ezeugbor (2007) who reported that performance appraisal feedback and mutual goal setting between the appraiser and the appraisee positively influence the productivity of University career administrators.

### **Conclusion**

The levels to which the school managers are able to manage teachers determine to a greater extent the productivity of such school system. The manner with which staff development, job security, promotion and performance appraisal feedback of teachers are carried out in the system is most likely going to create unimaginable poor productivity in the schools. Therefore, CRSUBEB steps in maintaining and improving upon staff personnel management practices is to determine to implement its policies accordingly for greater productivity. The CRSUBEB as an organization with its own system and guideline should ensure that no staff is allowed to undermine the policies. Whenever the policies are strictly followed, the staff personnel practices are easily accomplished and lower basic school goals and objectives would be accomplished.

### **Recommendations**

Premised on the findings, the following recommendations were made:

1. The CRSUBEB should perform its responsibilities of managing teachers through regular staff development programmes to help enhance the art and science of teaching-learning activities in the lower basic schools in the State.

2. Adequate personnel management policies for teachers' job security should be put in place to help preclude attrition among teachers in lower basic schools in the State.
3. The CRSUBEB should develop, implement and harmonized personnel policies in regards to teachers' promotions and other benefits with the rest of civil services for effectiveness in lower basic schools.
4. The performance appraisal feedback that positively influences the effectiveness of teachers in lower basic schools should be encouraged.

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