

Staff Training and Promotion as Predictors of Teachers' Effectiveness in Public Senior Secondary Schools in Education District II of Lagos State

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ABSTRACT

This paper examined staff training and promotion as predictors of teachers' effectiveness in public senior secondary schools in Education District II of Lagos State. A descriptive research design was used for the study. The population comprised all the 1,818 public senior secondary school teachers in Education District II, Lagos State. Two hundred teachers were selected as sample through simple random sampling technique from ten schools within Educational District II of Lagos State. Two research questions were formulated to guide the study and two hypotheses were tested. A self-developed structured type of questionnaire instrument 'Staff Training and Promotion as Predictors of Teachers' Effectiveness Questionnaire (STPPTEQ)' which was thoroughly scrutinised by the two experts in the field, was used to extract information from the respondents. The instrument was confirmed valid and reliable at 0.82 coefficient. The data collected were analysed using descriptive statistical tools of frequency counts and percentage for the demographic data, mean and Standard Deviation for the research questions while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. The findings showed that teachers are often denied their basic right of promotion and the Education District does not organise seminars and workshops for all cadres of personnel and principals do not give opportunities to teachers to attend in service courses. Based on the findings, the following recommendations were made; promotion should be timely and totally based on merit, teachers should be allowed to attend training programmes for extensive professional development.

Introduction

Teachers have a significant influence on the quality of education because teacher performance is directly related to school effectiveness. No educational system can rise above its teachers. Whether self-imposed or institutionally enforced, instructors regularly fulfil or surpass educational objectives, which has a direct impact on student progress. Additionally, in the twenty-first century, successful teaching requires the following attributes: flexibility, teamwork, communication, creativity, leadership, and technical competence. Using a variety of teaching techniques, building deep relationships with students, and maintaining attitudes that improve student learning outcomes are all hallmarks of effective teaching. Teachers that possess these qualities are better able to organise and present interesting lessons, evaluate students' learning, incorporate technology with ease, and run classrooms successfully (Reambonanza & Tan, 2022).

Classroom characteristics, such as organisation, resource use, and setting high standards, are also impacted by teacher performance in addition to instructional strategies. When together, these factors help students do better academically. Cultural responsiveness, social-emotional competencies, pedagogical skills, and ongoing professional development are all critical in today's educational environments, according to recent studies (Wan, Zulnadi, & Kenayathulla, 2024). Staff training and promotion will be focused on in this study as predictors of teachers' effectiveness. Staff training is crucial for equipping educators with current pedagogical skills, improving classroom management, and aligning teaching practices with contemporary curriculum demands. It exposes teachers to the recent educational trends and methodologies that will aid the teaching and learning process. Training may be defined as a planned programme designed to improve performance and to bring about measurable changes in knowledge, behaviour of employee in doing a particular job.

On the other hand, Promotions are important aspect of a worker's career and life affecting other facets of the work experience. They constitute an important aspect of workers labour mobility most often carrying substantial wage increases. Timely and merit-based promotion serves not only as a motivational tool but also as a recognition of competence and dedication, which in turn can enhance teachers' commitment and productivity (Jato & Iordye, 2023). Promotion is an important issue not only in the selection or placement of right people in the right place but also a boost for supervisor and leaders to plan a policy in the field of personal by motivating subordinates to develop themselves for greater achievement.

Statement of the Problem

Teachers are the largest group of workers in the educational field. Teacher responsibilities usually include administrative duties in addition to teaching. The instructor is one of the key components of education. Consequently, the teacher's involvement is essential. As a result, a qualified and dedicated teaching staff is necessary to establish and maintain a high-quality educational system.

Although teachers come to the educational institutions (schools) with a variety of needs and goals, they also come from a variety of age, gender, educational, and experience groups and classes. It has been observed that instances of ineffectiveness persist even after extensive efforts and oversight. Regretfully, inconsistent promotion procedures and a lack of training chances continue to be persistent issues in many Nigerian public schools. It consequently becomes required at additional aspects that could be accountable for this. In Lagos State's Education District II, a centre of both systemic issues and academic achievement, little is known about how training and promotion affect teacher effectiveness. Therefore, the purpose of this study is to investigate how these institutional factors (Staff training and promotion) relate to teachers' effectiveness in order to improve educational human resource development policy and practice.

Concept of Staff Training

In the context of Nigerian education, staff training refers to organised programmes designed to improve the abilities of educators and other staff members so they may more successfully teach and evaluate curriculum content. In order to keep teaching strategies effective and current, these programs are designed to meet the changing requirements of both teachers and students. Training is frequently described as an organised procedure meant to enhance performance by causing quantifiable modifications in behaviour, knowledge, and abilities. This method prepares educators for future difficulties in the educational environment in addition to providing them with the tools they need for their current responsibilities. For example, it has been demonstrated that professional development programs improve instructors' teaching methods and increase student involvement (Ogunode, Kasimu, & Sambo, 2023).

Educational environments provide a variety of training options, such as vestibule training, conference training, on-the-job training, off-the-job training, staff seminars, workshops, and supplemental training. These training approaches play a key role in encouraging educators to continuously improve, which eventually improves student performance.

The term "staff training" describes any assistance and capacity building that helps educators to properly educate and evaluate students using the curricula. The real and changing needs of both instructors and students serve as the foundation for teacher development programs. Training may be described as a structured program intended to enhance performance and result in quantifiable improvements in an employee's knowledge and conduct when doing a certain task. This implies that one of the extra goals of a training day is to help an employee transform. In-service teacher courses, staff seminars, on-the-job training, off-the-job training, vestibule training, conference training, and supplemental training are among the training options that educational institutions may easily access.

Concept of Promotion

Promotion is an important issue not only in the selection or placement of right people in the right place but also a boost for supervisor and leaders to plan a policy in the field of personal by motivating subordinates to develop themselves for greater achievement (Razak, Sarpan & Ramlan, 2018). In its essence, promotion is an official acknowledgment of efforts, skills, and input of an employee and it is normally linked with elevated duties, professional standing, and better salaries. To educators, it is not just a new name but one that confirms their hard work and boosts their morale and motivation to go further and achieve new heights in teaching and performance of their students.

Within learning institutions, the process of promotion is simply viewed as a move in an organization ladder and as such it implies not just a change of responsibilities but also of instilling confidence and giving increased decision-making power (Akpakwu, 2012). The notion of promotion has been emphasised as a driver of motivation and also an instigator of institutional upgrading. Ogunode and Akinola (2022) argue that promotion policies in Nigerian schools are intrinsic motivators that increase teachers' messianic attitude to delivering an instruction and desire to spend time to participate in professional development activities. Likewise, Okeke and Uzoho (2023) discovered that clear promotion systems contribute directly to the level of job satisfaction experienced by teachers and therefore act as a mitigating factor to keeping the attrition rates low in the realm of secondary schools in the public sector. The studies point out that the teachers who feel that fairness and transparency are present in promotion processes are driven to acquisition of professional identities and they put increased efforts on pursuing educational objectives. The second role of the promotion is symbolic, promotion helps to communicate the acknowledgement of intellectual capital of teachers and confirm their role in the school system. Adeyemi and Bello (2024) explain that the promotion system should be well structured that would give the teachers an aspiration to become the Heads of Department or Vice Principals, which would give an ambition and long-term retention.

Staff Training and Teachers' Effectiveness

Staff training is a conscious and a systematic strategic activity that seeks to improve the knowledge, pedagogical skills, and professional attitudes of teachers to boost their teaching competence. Proper training of the staff does not only involve mere transferring of information; it is a process that results in lifelong development so that educators are able to adapt themselves to the changing educational needs. An organized training plan is that which provides educators with the abilities to embrace new methods of teaching and delivery, successfully incorporate technology into the curriculum, and be adaptable to the fast-changing curriculum requirements and the needs of learners (Reambonanza & Tan, 2022). When schools integrate training programs with current trends in education and knowledge informed practices, it produces a pool of both hardy and highly effective workforce.

Moreover, properly constructed training units that are based on real classroom problems were demonstrated to make a measurable change in the performance of the affected teachers and in terms of their student performance. As an example, Wan, Zulnaidi, and Kenayathulla (2024) state that when training content is focused on real life problems or issues experienced by teachers, the training can be de facto converted to the better floor instructional performance, improved classroom management, and increased student attention. These programs also foster reflective teaching practices where a teacher thinks deeply about what they do and uses data-driven changes to his or her pedagogy.

The importance of professional development in the quality of education in the Nigerian context cannot be overemphasized. Ogunode, Kasimu, and Sambo (2023) remark that such direct opportunities to engage in continuous learning, including workshops, seminars, in-service trainings, and peer mentoring, directly contribute to the betterment of instructional strategies of the teachers, the methods of assessment, and their capacity to promote student participation. The interventions also play the role of improving the teaching practice, but they boost the confidence and motivations of the teachers thus a spilling over effect on the scores and performances of the students as well as the school in its entirety.

Promotion and Teachers' Effectiveness

Promotion is essential for teachers' growth and motivation. A culture of excellence and accountability is promoted when educators receive promotions based on their performance and merit (Ijeoma & Akpan, 2021). In contrast, educators who do not have prospects for advancement have been found to be less satisfied with their jobs, have worse morale, and eventually burn out (Adeola & Alade, 2022).

According to recent researchers' reports, there are differences in the promotion system in Lagos State, which are frequently caused by partiality, bureaucratic hold-ups, and a lack of transparency (Ezeokoli & Yusuf, 2020). Teachers who don't advance in their careers are less likely to make investments in their own development or use cutting-edge teaching techniques. According to Jato and Iordye (2023), greater teacher commitment, work performance, and readiness to use student-centered techniques are all substantially correlated with fair and timely promotion. Okon and Nwachukwu (2022) observe that transparent and consistent promotion systems in schools foster teacher morale, retention, and job satisfaction.

Purpose of the Study

The study investigated how staff training and promotion relate to the effectiveness of teachers in public senior secondary schools located in Lagos State's Education District II. Specifically, the study sought to:

1. ascertain the relationship between staff training and teachers' effectiveness.
2. evaluate the relationship between promotion and teachers' effectiveness.

Research Questions

The following research questions were raised to guide the study;

1. What is the relationship between staff training and teachers' effectiveness in Education District II, Lagos State?
2. What is the relationship between promotion and teachers' effectiveness in Education District II, Lagos State?

Research Hypotheses

H01: There is no significant relationship between staff training and teachers' effectiveness.

H02: There is no significant relationship between promotion process and teachers' effectiveness.

Methodology

The research employed a descriptive survey research design. The population comprised all the 1,818 public senior secondary school teachers in Education District II, Lagos State. Two hundred teachers from ten public secondary schools selected in Education District II were selected for the study and received copies of the questionnaire directly from the researcher. A self-developed structured type questionnaire instrument 'Staff Training and Promotion as Predictors of Teachers' Effectiveness Questionnaire (STPPTEQ)'. Additionally, copies of the completed questionnaire were obtained from the participants at each of the schools that were visited by the researcher. Face and content validity of the instruments were determined by two lecturers from the Department of Educational Management, University of Lagos. The reliability of the instruments was estimated using test-re-test method through

the administration on 20 participants not involved in the study. This was done twice within the interval of two weeks. The scores of the two responses for the instrument were correlated using Pearson Product Moment Correlation. This yielded a reliability coefficient of 0.82. Data analysis was done using both descriptive and inferential statistics. Using descriptive statistics like percentages and frequency counts, the teachers' demographic information was compiled. Standard Deviation and Mean rating were used to analyse the data in order to address the study issues. If the mean score was less than 2.5, it was rejected since decisions were based on the criterion mean of 2.5. Using the .05 level of significance, the two hypotheses were tested using Pearson Product Moment Correlation (PPMC) statistical tool.

Table 1

List of Sampled Schools and Teachers

<i>Schools</i>	<i>Number of Teachers(Sample)</i>
Yewa Senior Grammar School, Ikorodu	10
Community Senior High School, Alapere	10
Ojota Senior Secondary School.	10
Senior Grammar School, Isheri,	10
Kosofe Senior College, Ketu	10
Muslim Senior College, Oworonshoki	10
Ogudu Senior Grammar School	10
Mende Senior High School, Maryland	10
Immaculate Heart Comprehensive Senior High School	10
Gbagada Senior Grammar School, Gbagada	10
Total	200

Results

Table 2

Demographic Analysis of Participants

Variable	Frequency	Percentage
Gender		
Male	92	46%
Female	108	54%
Total	200	100%
Age		
26-30	30	15%
31-40	90	45%
41-50	60	30%
50 year and above	20	10%
Educational Qualification		
NCE	70	35%
B.Sc/B.Ed	106	53%
Master Degree	24	12%
Others		-
Teaching Qualification		
1-5 years	46	23%

6-10 years	60	30%
11-15 years	60	30%
16 – 20 years	24	12%
21 years and above	10	5%

Source: Field Survey, 2025

According to the responses in Table 2, 92 (46%) of the participants were men and 108 (54%) were women. This implies that there are more female teachers than male teachers who responded. Regarding the instructors' ages, 30 (15%) were between the ages of 26 and 30, 90 (45%) were between the ages of 31 and 40, and 60 (30%) were between the ages of 41 and 50. However, 20 (10%) of the respondents who were instructors were older than 50. This suggests that the respondents' average ages range from 31 to 40 years old. On qualification, 70(35%) of the teacher were holders of NCE, 106(53%) of the respondents were B.Sc/B.Ed holder while 24(12%) of the teachers were master's degree holders. Lastly on teaching experience 46(23%) of the teacher had worked for 1-5 years, 60(30%) of the respondents were teachers with 6-10 years of experience, 60(30%) of the respondents were teachers with 11-15 years of experience, 24(12%) of the respondents were teachers with 16-20years of experience, 10(5%) of the respondents were teachers with 21 years and above teaching experience.

Research Question one: What is the relationship between staff training and teachers' effectiveness?

Table 3

Staff Training and Teachers' Effectiveness

S/N	Items	SA	A	D	SD	M	SD	REMARK
1	Seminars/Workshops for all cadres of teachers' courses in school administration are done regularly in my school	24 (12.0)	36 (18)	89 (44.5)	51 (25.5)	1.9	0.44	Not. Significant
2	Applications for in-service training are always approved for staff	55 (27.5)	44 (22)	51 (25.5)	50 (25)	2.5	0.71	Significant
3	Education Districts sponsors her staff to participate in conferences in their areas of specialisation	74 (33.5)	30 (18.5)	50 (27)	46 (21)	2.6	0.97	Significant
4	Encouragement is given to teachers by way of research grants/aids from the Education District	15 (7.5)	11 (5.5)	119 (54.5)	55 (27.5)	1.9	0.41	Not. Significant
5	Staff who acquire additional academic qualifications are given increment in salary	23 (11.5)	36 (18)	75 (32.5)	66 (33)	2.1	0.63	Not. Significant

Source: Field Survey, 2025

Table 2 presents the descriptive analysis of the response of participants on staff training and teachers' effectiveness. Specifically, respondents disagreed that seminars/workshops for all teacher cadres were done regularly based on the mean score of 1.9, items 2 and 3 which had mean scores of 2.5 and 2.6 shows that respondents agreed to Applications for in-service training are always approved for staff and Education Districts sponsors her staff to participate in conferences in their areas of specialisation. However, respondents disagreed to the statements of encouragement being given teachers by way of research grants/aids from the Education District and staff who acquire additional academic qualifications are given increment in salary with the mean scores of 1.9 and 2.1 respectively which are below the benchmark mean value of 2.5.

Research Question two: What is the relationship between promotion and teachers' effectiveness?

Table 3

Promotion Process and Teachers' Effectiveness

S/N	ITEMS	SA	A	D	SD	M	SD	REMARK
1	Teachers are often denied their basic rights of promotion	81 (40.5)	65 (32.5)	43 (21.5)	11 (5.5)	3.1	0.75	Significant
2	Promotion is not granted based on merit	69 (34.5)	52 (26.0)	30 (15.0)	49 (24.5)	2.7	0.97	Significant
3	Staff promotions are delayed for no reasons	88 (44.0)	57 (23.5)	43 (21.5)	12 (6.0)	3.1	0.68	Significant
4	The laid down criteria for promotion are not followed to promote teachers.	126 (63.0)	64 (32.0)	6 (3.0)	4 (2.0)	3.6	0.51	Significant
5	Being promoted gives more respect and responsibility at work	74 (33.5)	30 (18.5)	50 (27)	46 (21)	2.6	0.97	Significant

Source: Field Survey, 2025

The responses of the respondents show that with mean values of 3.1, 2.7, 3.1, 3.6 and 2.6 which are above benchmark of the mean value of 2.5 the teachers agree that they are often denied their basic rights of promotion, promotion are not granted based on merit, staff promotion are delayed for no reasons, the laid down criteria for promotion are not followed to promote teachers and being promoted gives more respect and responsibility at work.

Hypothesis One: There is no significant relationship between staff training and teachers' effectiveness

Table 4

Staff training and teachers' effectiveness

Variables	N	Mean	SD	df	r-cal.	r-crit.	Remark
Recruitment policy	200	11.79	1.09	118	0.615	0.178	Ho1 rejected
teachers' effectiveness		14.12	1.98				

P<0.05

The null hypothesis, which holds that there is no significant correlation between teachers' effectiveness and their training, was rejected based on the analysis in Table 4, which showed that the r-cal is 0.615, greater than the table value (r-tab) at 0.178 at the 0.05 level of significance and 118 degrees of freedom. This suggests that the efficacy of instructors and their training are significantly correlated.

Hypothesis Two: There is no significant relationship between staff promotion and teachers' effectiveness.

Table 5

Staff promotion and teachers' effectiveness

Variables	N	MEAN	SD	DF	r-cal.	r-crit.	Remark
staff promotion	200	11.98	1.07	118	0.537	0.178	Ho1 rejected
Teachers' effectiveness		16.01	2.01				

P<0.05

Table 5 uses the Pearson Product Moment correlation (PPMC) statistical tool to evaluate the association between instructors' performance and staff promotions. The computed value of $r = 0.537$, at the 0.05 level of significance and

118 degrees of freedom, is greater than the crucial value of $r = 0.178$, as the table demonstrates. The null hypothesis, according to which there is no meaningful connection between staff promotions and teachers' efficacy, was therefore disproved. This is a strong correlation between staff promotion and teachers' effectiveness.

Discussion of Findings

Staff training and teachers' effectiveness do not significantly correlate, according to hypothesis one. The results of a staff training programme showed a strong correlation between student learning and staff training. According to the Education district II teachers, workshops and seminars for all staff levels aren't provided, and principals aren't given the chance to take in-service training on school management. Additionally, it was discovered that staff members' applications for in-service training are not always accepted. According to Omeje (2018), the Educational District II ought to support principals who participate in in-service training in school administration, as well as holding frequent seminars and workshops and funding staff conferences and in-service training. In Mgbodile (2014), Oboegbulem stated that in order for a newly hired employee to adjust to the system and do all required to meet the school's objectives, the employee must be treated fairly by the employers. This would allow the employee to perform better in terms of productivity. The process of enhancing, moulding, transforming, and developing an employee's skills, knowledge, aptitude, creative ability, attitude, values, and dedication in accordance with current and future work and organisational requirements is known as human resource development, according to Ogunu (2020).

According to hypothesis two which states there is no significant relationship between staff promotion and teachers' effectiveness. The study found that staff promotions and had a substantial association. These results are consistent with Peretomode (2015), who said that in order to guarantee that everyone is treated fairly, promotion, especially in educational institutions, needs to be highly objective, consistent, and free of bias. According to Oboegbulum (2019), staff promotions are crucial for retaining highly skilled employees and for gauging the calibre of services provided by teachers. Evaluation is also required for staff transfers or terminations whose actions and behaviour are deemed unacceptable, as well as for rewarding dedicated instructors with promotions.

Conclusion

The findings of the study have shown that staff training and promotion are predictors of teachers' effectiveness in public senior secondary schools in Education district II of Lagos State.

Recommendations

1. Education District II should establish a think-tank committee composed of employees from diverse professions to manage the retraining and upgrading of staff expertise in the various sectors, the. Staff skills and competencies will develop when the Education District sponsors and organises frequent conferences, workshops, and seminars.
2. To guarantee implementation, training and development policies and programs, such as teacher in-service training, staff seminars like induction courses, and on- and off-the-job training, should be implemented and closely monitored.
3. The education district should make sure that all staff members receive promotions when they are due and that their pay, benefits, and salary improve in tandem with the promotion.

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