

PROMOTION AND RECOGNITION AS PREDICTOR OF TEACHERS' COMMITMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN ABIA STATE

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Abstract

The paper examined promotion and recognition as predictor of teachers' commitment in public senior secondary schools in Abia State. Two research questions and two corresponding hypotheses were formulated to guide the study. The design of the study was correlation while population of the study was 550 vice principals in 275 public senior secondary schools in Abia State with a sample size of 275 vice-principals in 138 public senior secondary schools in Abia State who were selected using proportionate stratified random sampling technique. Instrument used for collection of data for the study was a 16 item questionnaire titled 'Promotion and Recognition Questionnaire' (PRQ) and a 15 item questionnaire titled 'Teachers' Job Commitment Questionnaire' (TJCQ) for the dependent and independent variables of the study. The questionnaire was validated by two experts in the Department of Educational Management, University of Port Harcourt. Cronbach alpha was used to determine the reliability of the questionnaire with co-efficients of 0.86 and 0.76 for the independent variable and 0.86 for the dependent variable. The questionnaire was administered by the researcher. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 alpha level. The findings of the study showed a moderate positive relationship of $r=0.60$ between promotion and teachers commitment as well as $r=0.39$ between recognition and teachers commitment in these schools. It was recommended among others that promotion should be given to teachers when due and on merit to enhance teachers commitment.

Keywords: Promotion, Recognition, Teachers, Commitment.

Introduction

Teachers' commitment is one of the critical issues of human resource management in secondary schools. Teachers are the largest group of human resources deployed to the schools and their services is critical to the success or failure of the school. The extent to which teachers are willing to contribute towards the success of the school is what is perceived as teachers' commitment and several

factors could affect teachers' commitment. It is however, important to note that commitment is a mental and emotional state in which a person is willing to give his best to see that something worthwhile is achieved. Fahrurrazi and Novriansyah (2018) pointed out that commitment is that innate desire to complete assigned tasks in an employee. This desire is however spurred by diverse internal and external factors such as the appropriate promotion

of teachers, recognition of outstanding performance among others.

Promotion is simply the assignment of an employee to a position with greater challenges, more responsibility, and more authority than in the previous job, usually accompanied by a pay increase (Gathungu, Iravo & Namusonge, 2015). It is the upward mobility of employees across the various positions of responsibilities and privileges within an organization's structure. Public secondary school teachers expected to be promoted from a lower grade level or salary scale to a higher one. Teachers' promotion is expected to continue until they perhaps reach the highest rank and salary grade level. Although promotion always comes with salary increment or other monetary benefits, public secondary school teachers in Nigeria receive dry promotions.

A dry promotion is a promotion that when given to an employee does not come with an immediate monetary benefit (Chand, 2019). Whether a promotion comes with monetary benefits or not, the promotion of teachers is a form of reward. Monetary benefit is only a form of extrinsic reward. There are other intrinsic rewards which teachers can get for being promoted. Promotion changes a teacher's status and consequently the nature of non-statutory duties he/she may be assigned to. For instance a teacher, who has been promoted to the rank of a director or who is the highest ranking colleague in a school or in his/her department within the school, may not be assigned certain responsibilities meant for junior colleagues. Promoted teachers may also be entitled to consultation and participation in the processes of planning, decision making and general school administration.

Teachers who are promotion, are considered experienced thus they are assigned special duties of coaching and

mentoring beginning teachers. In public secondary schools, the rank of a teacher determines whether or not he/she can be assigned the position of head of department, vice principal or even appointed a principal. Teachers who crave to become vice principals and principals clamour for promotion especially when they are due for it. The need for career growth is a motivating factor amongst all employees (irrespective of the industry or organization where they work). This is perhaps due to the fact that every formal organization is structured in a way that there is opportunity for upward movement through the rank and file. This opportunity is a form of motivation. When an employee who occupies a lower rank realizes that he/she can attain a higher rank based on merit the employee works towards achieving promotion.

Teachers' prospect of being promoted (an as at when due) is a motivator and can enhance teachers' commitment. The management of promotion therefore is a deliberate effort geared towards ensuring that the promotion of teachers meets teachers' needs and aspirations thereby enabling school administrators to maintain teachers' commitment. In managing promotion as a reward for maintaining teachers' commitment, it is important to examine the frequency of teachers reward and whether or not teachers are promoted as at when due. Haji (2013) lamented that one of the problems militating against education delivery in Nigeria is the problem of failure to promote teachers as at when due. Based on the contract of engagement which usually specifies the time interval and frequency of teachers' promotion, teachers consider it their entitlement to be rewarded with meritorious promotion as at when due.

Teachers who are not promoted as at when due or even promoted irrespective of the work-input, tend to lack job satisfaction. These teachers become unhappy and thereby become uncommitted towards contributing their best towards the achievement of the goals of the school. These teachers lack sympathy for the needs of the students and the school. They become disengaged from their job as they accuse the administrators of the school for failing to give them their entitlement. The relationship between promotion and teachers' commitment remains an issue of debate amongst educationists. Teachers who are denied their promotion are unhappy and unsympathetic with the school (Sitati, Were & Waititu, 2016). This means that such teachers focus more on meeting their personal needs instead of showing commitment towards the needs of the school.

The issue of teachers being promoted without monetary benefit is also an issue that could be bedevilling teachers' commitment in secondary school delivery. Public sector promotions usually come with upward movement to a higher salary grade level. In managing promotion, it is important that secondary school administrators plan for monetary and non-monetary benefits. Teachers' may fail to be committed if they are promoted without been giving due monetary and non-monetary benefits. Ruderman and Ohlott (n.d.) as well as Egbo and Okeke (2006) opined that promotion involves a change in the responsibility of a person. When a person is promoted, they expect that they would be assigned higher responsibilities while some of their previous responsibilities would be taken off their list of duties. Some teachers who over the years have been promoted to the rank of Directors or to ranks higher than salary grade level 13, are saddened that despite their promotion, they are still left to teach in classrooms instead of been taken to

schools board and ministry of education where they can carry-out administrative functions.

Teachers expect that their promotion would qualify them to be appointed principals and vice principals. When this doesn't become the case, their commitment to the education delivery may become low. Given that there are only limited number of public secondary schools, every teacher that gains continuous promotion will not become vice principals or principals of a school. This poses a challenge to educational administrators responsible for managing teachers' promotion. Effort should be made to ensure that teachers are promoted with benefits that will meet their expectations and therefore ensure they remain committed to the goals of education. Educational administrators should realise that promotion is not an end but a means to an end and that end is to motivate teachers and elicit their commitment towards achieving the goals of education. When promoted, teachers' needs to see their promotion as a means towards meeting their personal needs for better life. Consequently, rewarding teacher with promotion should promote an integration of the needs of the schools and the personal teachers of promoted teachers.

Olurotimi, Asad and Abdulrauf (2015) conducted a study where it was revealed that there was a moderately positive relationship between promotion and teacher's commitment to their job. One can then deduce from this that when there is regular, constant and fairness in teachers promotion, and that teachers are promoted on merit; all; things being equal, there will be an improvement in the behaviour of the teacher. In the long run, this will help to boost their morale and encourages them to be highly committed to their work. Educational researchers have pointed out that when teachers are

appropriately promoted, they develop better social and psychological balance which is needed in the classroom for commitment, productivity and effectiveness on the job. Sirima and Poipoi (2010) pointed out in his study teachers who are regularly promoted show willingness to stay longer in public secondary school in Busia District of Kenya. Similarly, when teachers get promoted at the right time, their level of job satisfaction increases and this also increases the level of confidence on the job. However, when teachers fail to get their promotion as at when due, their morale goes down and this is one of the factors that leads to high distraction rate among secondary school teachers.

Summarily, Igbogi (2018) pointed that a good teacher who thinks he is committed to his place of work must show commitment in areas that includes the following:

1. Teacher commitment as a 'passion': This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.
2. Teacher commitment as an investment of time outside of contact hours with students: This conception identified teacher commitment as an investment of 'extra' time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site.
3. Teacher commitment as a focus on the individual needs of the students: This conception considers teacher commitment to be a sharp focus on the needs of the student. Student needs are discussed as either emotional and/ or academic.
4. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs: This

conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skills, understandings and values.

5. Teacher commitment as 'maintaining professional knowledge': This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.
6. Teacher commitment as engagement with the school community: This conception considers teacher commitment to be the willingness to engage with the school and the school's community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom perhaps even extends beyond the boundary of the school (pp. 1047-1048).

These explanations therefore supports the position of other educational scholars that being a committed teachers is a demanding responsibility which school administrators must pay attention to by providing all that is needed both financially and otherwise for a teacher to be committed to the school. Mart (2013) added that teachers' commitment cannot be separated from being dedicated. It therefore means that a committed teacher is one who is dedicated and this is required for the success of any school system.

Recognition is the acknowledgement of astounding job performance of employees. When employees perform their duties in a manner that is creative and exceeds the status quo of expected teacher-performance, it is appropriate for such employees to be commended for their astounding performance (Bello & Adeajo, 2013). Recognition can be used to reward and motivate teachers. Teachers should be rewarded for being innovative and resourceful in classroom management and effective teaching. Recognition is simply a way of given someone credit for their brainchild or for something they orchestrated. When students' obtain better academic achievement as a result of the teacher's input, it is appropriate to give credit to the teacher responsible for such teaching-learning outcome. Recognition is more effective when it is used as a way of saying 'thank you' to an employee with clear description of why you are thanking the employee. When teachers are perceived to have performed their task exceptionally, they perhaps would be motivated if they are rewarded with a 'recognition' or 'thank you'.

No matter how it is communicated saying 'thank you' to employees is like asking them to do more; to become more committed. Beyond saying 'thank you' for exceptional performance, it is also important to ensure that employees know why they are being appreciated. The process of recognition will therefore be effective if it is based on specific performance. Recognition like other forms of reward is supposed to be a tool for positive reinforcement of desired behaviour. It is therefore appropriate that the process of recognition involves the highlighting the achievement of a teacher and communicating same clearly to the teacher so that the teacher will keep-up the good behaviour or performance. Teachers can be rewarded with recognition for; the

academic achievement of their students, upholding ethical code of conducts, assisting students with learning difficulties, contributing towards problem solving in the school, contributing towards effective administration of the school, crisis management and mentoring of other teachers.

Rewarding teachers with recognition involves some form of private or public appreciation of teachers and giving them credit for their work-related achievements or contributions to the school growth and development. It however, could also involve the issuing of plaques and certificates of recognition as well as completing it with some form of monetary and non-monetary incentives. This perhaps makes the process meaningful and relevant to the needs of the teachers. Secondary schools principals can make appropriate budgetary provisions for funding the packages that are to be given to teachers rewarded with 'recognition'. Recognition of teachers can be based on the findings of the school management. It can also emanate from recommendations from peers or from each teacher informing the school management of their performance that merits recognition. Recognition is more appropriate form of rewarding teachers' job performances that are voluntarily, innovative and sacrificial (Employee Recognition, 2014). The implication of this is that when teachers do something outside the box, outside their statutory job description and expected outcome, they should be recognized.

Lunenburg (2011) defined recognition as the clear communication that exist between management and employees which ensures that employees are rewarded for reaching specific goals or producing high quality results in the workplace. Recognition as a form of reward can be done in the form of public verbal praise, giving meritorious award, naming certain school facilities after the

teacher, naming inter-house sports houses after the teacher, and others. Recognition of teachers can attract monetary and non-monetary incentives. Management of recognition as reward for teachers' commitment can be effective if the right incentives (monetary and non-monetary) are given to teachers when their job performance is recognized (Njanja, Maina, Kebet & Njagi, 2013). This will make the recognition given to teachers relevant to their physiological and other needs. Management of recognition should also be aligned to meeting the self-esteem and self-actualization needs of employees. The right time, event and place where recognition is done can affect the effectiveness of recognition to meet the self-esteem and self-actualization needs of teachers.

It may be appropriate to inform teachers that they would be recognized during a certain event. This would give them the opportunity to invite their family and friends to witness the occasion of their recognition. Occasions where teachers are recognized can include End of Year party, special dinner, award events, inter-house sports events, and other special programmes of the school. The government, Nigerian Union of Teachers (NUT), corporate organizations, community leaders and other stakeholders can also organize special events aimed at creating ample opportunity for the award/recognition of deserving teachers. It is a shared duty of all stakeholders of the education industry to contribute towards achieving teachers' effectiveness and commitment to service delivery. Teachers are the key players for effective education delivery. Services are critical and determines the outcome of education in any society. Consequently, all stakeholders should participate and collaborate in the process of rewarding teachers with recognition for service delivery.

Recognition should not be seen as an end in itself.

It should be a means to an end and the end should be to maintain teachers' commitment. Danish and Usman (2010) maintained that if organization fails to recognize the specific contributions of their employees, the employees will lack the willingness to express creativity and dare challenging task. Teachers are likely to be committed if they perceive that the management of the school is likely to take recognition of their creative contributions towards the achievement of the goals of the school. It is important to maintain a proper record of teachers' performance. Such record would ensure that there is a close and consistent observation of teachers' performance. It may be helpful for teachers to be informed that such record is been maintained in the school. This would perhaps motivate teachers to become committed and thereby consciously make exceptional contributions towards goal achievement in the school. Recognition of teachers should be based on merit and not bias or favouritism.

Okwudili (2015) pointed out that one of the reasons why private organizations succeed more than their public counterpart is that they adopt the use of recognition as a way of encouraging their employees. These goes a long way to improve on their level of commitment and also promote the success of the organization. Similarly, Abdullah and Wan (2013), Agwu (2013) as well as Erbasi, Ali and Arat (2012) all agreed that money is good for motivating employees but is not the ultimate for an employee that requires something more than financial gratification. They opined that rewards such as recognition will go a long way to satisfy the non-financial needs of employees. When this is done, it promotes the commitment of the employee since

they feel a sense of belonging in the organization where they work.

Aim and Objectives of the Study

The aim of the study was to investigate promotion and recognition as predictor of teachers' commitment in public senior secondary schools in Abia State. Specific objectives of the study were to:

1. examine the extent promotion contributes to teachers' commitment in public senior secondary schools in Abia State.
2. determine the extent recognition contributes to teachers' commitment in public senior secondary schools in Abia State.

Research Questions

The following research questions guided the study

1. To what extent does promotion contribute to teachers' commitment in public senior secondary schools in Abia State?
2. To what extent does recognition contribute to teachers' commitment in public senior secondary schools in Abia State?

Hypotheses

The following hypotheses were tested at 0.05 alpha level:

1. Promotion does not significantly contribute to teachers' commitment

in public senior secondary schools in Abia State.

2. Recognition does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Methodology

The design used for the study was correlational design. Population of 550 Vice principals in 275 public senior secondary schools in Abia State was used for the study while a sample size of 275 Vice- principals in 138 public senior secondary schools in Abia State was drawn for the study using proportionate stratified random sampling technique. The instrument used for data collection was a 16 item questionnaire titled: Promotion and Recognition Questionnaire (PRQ) and a 15 item questionnaire titled 'Teachers' Job Commitment Questionnaire' (TJCQ) for the dependent and independent variables of the study. The instrument was validated by two experts in the Department of Educational Management, University of Port Harcourt. Cronbach alpha was used to estimate the reliability of the instrument with co-efficients of 0.86 and 0.76 for the clusters of the independent variable of the study and 0.86 for the dependent variable. The instrument was administered by the researcher. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 alpha level.

Results

Research Question One: To what extent does promotion contribute to teachers' commitment in public senior secondary schools in Abia State?

Table 1: Simple regression analysis on the contribution of promotion to teachers' commitment in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Decision
1	.60	.36	.31	36% contribution

Table 1 revealed that the computed regression coefficient of R is .60 while the squared regression value was computed to be .36. This implies that promotion contribute to teachers' commitment in public senior secondary schools in Abia

State by 36% as indicated by the coefficient of determination. Therefore, the remaining 64% is accounted for by other factors.

Hypothesis One: Promotion does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Table 2: t-test associated with simple regression analysis on the contribution of promotion to teachers' commitment in public senior secondary schools in Abia State

Model	Unstandardized Coefficients		Standardized Coefficient	t	P-Val	Alpha level	Remark
	B	Std Error					
Constant	81.33	1.65		77.034	.00		
Promotion	1.022	.331	.60	0.87	.00	0.05	Hypothesis is rejected

Table 2 shows that standardized beta coefficient is .60. The t-value of 0.87 associated with simple regression is statistically significant at .00 when subjected to alpha level of significance of

0.05. Therefore, the null hypothesis one is rejected. The implication is that, promotion significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Research Question Two: To what extent does recognition contribute to teachers' commitment in public senior secondary schools in Abia State?

Table 3: Simple regression analysis on the contribution of recognition to teachers' commitment in public senior secondary schools in Abia State

Model	R	R Square	Adjusted R Square	Decision
1	.391	.15	.13	15% contribution

Table 3 reveals that the computed regression coefficient of R is .39 while the squared regression value was computed to be .15. This means that recognition contribute to teachers' commitment in public senior secondary schools in Abia

State by 15% as indicated by the coefficient of determination. Therefore, the remaining 85% is accounted for by other factors.

Hypothesis Two: Recognition does not significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Table 4: t-test associated with simple regression analysis on the contribution of recognition to teachers' commitment in public senior secondary schools in Abia State

Model	Unstandardized Coefficients		Standardized Coefficient	T	P-Val	Alpha level	Remarks
	B	Std	Beta				
Constant	53.18	1.41		66.30	.00		
Recognition	1.70	0.13	.39	.54	.00	0.05	Hypothesis is rejected

Table 4 shows that standardized beta coefficient is .39. The t-value of .54 associated with simple regression is statistically significant at .00 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis two is rejected. The implication is that, recognition significantly contribute to teachers' commitment in public senior secondary schools in Abia State.

Discussion of Findings

Studies have been conducted over the years by educational scholars to find out how promotion affects the activities of

employees in any formal organization. However, from the responses of the respondents used for this study, it was revealed that the relationship between promotion and commitment of teachers was $r = 0.60$. This implies that promotion of teachers has a high relationship with the commitment of teachers in public senior secondary schools in Abia State. Teachers in public secondary schools look forward to a time of compensation for the effort they put into the school system and one the ways of meeting this expectation is through promotion. Adams (2017) agreed with this position when he opined that

teachers who receive regular promotion are always in high spirit at work. Ukaigwe (2014) added that teachers' promotion positively relates with teachers' job commitment in any formal organization. Teachers who put in their best for the achievement of the goals and objectives of the school expect to be promoted as a way of compensating them for the effort invested into the school.

The respondents sampled for the study revealed in their responses that promotion contributes to teachers' commitment in public senior secondary schools in Abia State by 36% as indicated by the coefficient of determination. Therefore, the remaining 64% is accounted for by other factors. This shows the important role that promotion occupies in building the commitment of teachers. Teachers who are promoted as a reward mechanism believe that such gesture is likely to be repeated in the future if they repeat the same practice. This tends to build the level of commitment to both their official and unofficial responsibilities in the school. Furthermore, the null hypothesis was rejected implying that promotion significantly contributes to teachers' commitment in public senior secondary schools in Abia State. When teachers are promoted, their level of commitment is likely to increase as a way of reciprocating this gesture.

The importance of promotion as a tool for enhancing teachers' commitment in school is an issue that cannot be over-emphasized. It is difficult for any educational institution to achieve her day-to-day educational goals without regularly promoting its teaching staff. This is because promotion as a reward helps the teacher to put in more effort in the workplace as well as consider ways of improving their competencies for the purpose of receiving such reward in the future. Teachers who are promoted to higher ranks for their exceptional

contribution to the school more often than not, seek for ways to improve on their professional abilities such as attending professional programmes where they can improve on their skills and abilities which will qualify them for future promotion. Promotion is not an end in itself, as such, teachers who are promoted as a reward look up to how they can use this development to meet other career demands in the future and this includes going on professional development programmes. Similarly, research has revealed that teachers who get promoted as a reward for past effort in the school do their possible best to put in more hours at work as a justification for the confidence and trust put on them. Wahird (2011) agreed less when he revealed from his study that the impact of promotion on teachers' commitment is a moderate relationship. Mohammed, Rizwan and Yasin (2012) agreed with Wahird when they asserted from their study that promotion has a less significant relationship on the satisfaction of teachers in their sampled schools. Promotion comes as a result of hard work and the reward for hard work is by working harder. When teachers are rewarded with promotion, it builds their willingness to want to put in more effort at work. This makes the teacher to increase their work commitment to all duties assigned to them. Teachers are likely to also request additional duties from their superior when they know that it is their job performance that guarantees their promotion. Such teachers will do all it takes to accept more responsibilities whether it is convenient or not. Promoting teachers therefore is a way of encouraging them to take up more responsibility as the reward given gives them the impression that their services are appreciated by the school administrators.

It has been discovered that when teachers get their promotion at the appropriate time, their level of

participation in school activities increases in the same proportion. Implementing teacher promotion at the appropriate time builds the confidence of the teacher in the administrative processes of the school. Edem, Akpan and Pepple (2017) pointed out that schools with regular promotion enjoy higher productivity from their teachers than others. Teachers ought to be rewarded with promotion on an equal chance basis so as to encourage even the inefficient once to put in more effort at work. It is important for teachers to be given equal chances for promotion as this is the only way by which they can be truly committed to the school. If promotion is done through other bias methods, the commitment of the teachers who are rewarded with such reward may not be enduring. Promotion which is derived from hard work and on an equal chance basis is what truly makes a teacher to be committed to work since the teacher has the assurance that in the future, their hard work will still pay off without any external influence. Schmidt (2007) stated from the findings of their study that leaders who are regularly promoted provided administrative support to their subordinates for their own promotion. This may suggest why the respondents used for the study pointed out in their responses that getting promoted as a reward at the appropriate time is a vital instrument for improving their level of commitment at work as revealed in the study.

Teacher's recognition plays an important role in the overall activities that take place among teachers in any school system at any level of education. Every individual loves to be recognized especially after putting their effort to the success of any venture. Teachers also love to be recognized either for the either as a result of the duration spent in the school or for the completion of an essential task that will contribute to the achievement of

educational goals and objectives. Nweke (2017) opined from the findings of his study that recognition in schools greatly affects teachers effectiveness. Recognition can provide either long term or short term satisfaction to employees depending on the way it is being administered. This makes recognition impact differently on the performance of employees in different organizations.

The respondents sampled for the study revealed based on their responses that recognition has a positive relation of $r=0.39$ with teachers commitment in public senior secondary schools in Abia State. This result implies that recognizing teachers has a low positive relationship with teachers commitment in these schools. It was equally revealed from the study that recognition contributes to teachers commitment in public senior secondary schools in Abia State by 15% as indicated by the co-efficient of determination. The low relationship between recognition and teachers job commitment may not be unconnected with the fact that teachers value recognition differently depending on the situation in the school. Recognition can sometimes be short-lived and as such may not have the capacity to sustain teachers commitment for a long period of time.

The responses of the respondents used for the study showed that there was a significant relationship between recognition and teachers job commitment. Ray and Ray (2011) agreed when they opined that recognizing teachers increases their professional contribution to the organization. The strength of the relationship is however small and this may be due to the level of importance attached to recognition by these teachers. Chumo, Gregory, William, Duncan and Aloys (2015) pointed out from the findings of his study that schools where teachers are regularly recognized have a higher level of teacher retention. Recognizing a teacher is

sometimes used as a short term reward strategy. This may explain why teachers do not attach long term importance to such recognition. Since teachers consider recognition as a short term reward technique, recognition the teacher may not have sufficient power to motivate the teacher to be committed and remain on the job. It is therefore important for school administrators to attach other reward packages to recognition if these administrators want this reward package to contribute maximally to teachers job commitment.

Recognition despite its low relationship with teachers job commitment has some level of importance in the administration of public secondary schools as well as teacher management. Cohrs, Abele and Dette (2016) revealed from the findings of their study that teacher recognition, and social support are all related in any formal organization. Teachers who get recognized for their exceptional contribution to the goals and objectives of the school are likely to do more in the future. There are teachers who attach a high level of importance to being recognized and as such will likely put in their best effort at work to earn more recognition after an initial recognition. It is also important to point out that teachers recognition must be done using the right administrative parameters; otherwise, recognition can make teachers resort to the practice of eye service which will do the school more harm than good. Musriha (2013) suggested the need to recognize teachers as a team as it helps to promote organizational commitment and satisfaction. In the same vein, if the school administrator vis-à-vis does not put measures in place to recognize and reward combined effort in the administrative process, the teachers may resort to working in isolation as a way of earning recognition in the school. Effort must therefore be made in the school to ensure

that teachers are encouraged to work together as a team and earn recognition together rather than identifying a single employee for recognition for work efficiency and effectiveness. This may not promote teachers job commitment to the expected level.

In order to avoid situations where teachers are working solely for the purpose of being recognized, it is important for the principal to put measures in place to ensure that teachers are individually and collectively recognized for their exceptional effort in school administration within short intervals. This makes it easy for all teachers to get an opportunity to be recognized in the process. Putting the right measures in place will also help to ensure that job commitment is enhanced among all teachers in the school. The principal can therefore give little reward packages to different teachers and at different times and this will help to ensure organizational commitment from all teacher. Nadia (2011) said from his study that recognition is one of the strategies for building a good work environment which promotes employee commitment. It has been pointed out in the findings of this study that there is a positive relationship between recognition and teachers job commitment at it is important for this findings to be adequately utilized for the purpose of organizational commitment which will lead to the attainment of better educational goals and objectives in these schools.

Conclusion

It was concluded from the study that:

There was a moderately positive but significant relationship between promotion as well as recognition on teachers' commitment in public senior secondary schools in Abia State.

Recommendations

Based on the findings of the study, it was recommended that;

1. The state government should ensure that teachers who are due for promotion are promoted while those who are promoted should be made to enjoy the financial benefits that goes with such promotion.
2. Teachers hard work should be adequately recognized and rewarded by the school principal. Teachers who put in their best for the actualization of school goals and objectives should be given short or long term recognition, in line with the school policies, in other to encourage others to be diligent and committed to their duties.

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