



Succession Planning, Workshop and Academic Job Performance of Teachers in Public Secondary Schools in Rivers State

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Abstract

The study investigated the extent to which succession planning and workshop predict job performance of teachers in public secondary schools in Rivers State, Nigeria. Two research questions and two corresponding null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the 494 vice principals in the 247 public senior secondary school in the state. A sample of 400 vice principals was drawn through a multi-stage sampling approach with the help of sample random sample technique and purposive sampling technique. Two instruments titled “Succession Planning and Workshop Scale” (SPWS) and “Teachers’ Job Performance Scale” (TJPS) were used for data collection. The face and content validities of the instruments were ensured by experts. The reliability coefficients of the instruments (SPWS) and (TJPS) were determined using Cronbach alpha reliability estimate and, the reliability coefficient of the (SPWS) 0.71 while, the (TJPS) was 0.89. Simple regression was used to answer research questions 1 to 2 while, their corresponding hypotheses were tested using t-test associated with simple regression at 0.05 alpha level of significance. It was found that; succession planning and workshop significantly predicted teachers’ job performance in public senior secondary school independently. It was recommended among others that governmental and non-governmental organizations should always be organizing training programmes that will enhance job performance of teachers.

Keywords: Succession Planning, Workshop, Academic, Job Performance, Teachers, Public, Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

Employee training contributes significantly in the all-round growth of an organization. Ololube (2009) explained that employees' training is a major tool for enhancement of high productivity in organization like institutions of learning. Training gives an employee the opportunity of acquiring more knowledge, skill, ability, and positive attitude in service delivery.

The effectiveness and success of any organization depends on the personnel who form and work within the organization. The training of personnel in any organization especially, in institution of learning contributes to their development both intellectually and mentally which are very essential in facilitating not only the level of productivity but, also to the organizational development. This means that for employees in an organization like institution of learning to be able to perform their duties efficiently, make meaningful contributions to the success of the institutional goals, there is need to acquire the relevant skills and knowledge through training or development programme and its incessant upgrading for quality service performance. Staff development is an organized activity in which the manpower learn and grows within an organization. It is a self-initiated act in which employees of an organization acquire skills and knowledge within the organization for growth on their job. Sabastine (2011) explained that staff development is any activity within the organization in which the employees learn and grow in order to perform well on their job. On the other hand, employee training is a programme organized by the organization to develop knowledge and skills of the employees as their requirements of the job. Mark (2006) explained that, organizations like institutions of learning can structure programmes for employees to participate and increase their knowledge and skills for effective job performance in their respective departments.

Silim (2012) contended that the absence of structured programmes often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Job performance according to Mark (2006) is the employee's proficiency in generating products, services or outcomes that directly or indirectly contribute to the growth of an organization. It is the employee's effectiveness in performing duties that are formally under their responsibility and contribute to optimal development of an organization (Cook, 2008). Job performance include activities of employees that can lead to effectiveness of an organization such as institutions of learning. Highly performing employees are needed to attain organizational goals and to keep the organization in achievement competitive advantage. In order to achieve high productivity in an organization, there is need to apply methods that can improve the employee's performance. The most essential methods of achieving quality job performance in any organization is through development and training. However, staff development could be inform of succession planning while, employees' training could be inform of workshop.

Succession planning is a long-term and systematic way of helping an employee to plan and execute plans in work for quality output. Rothwell (2010) defined succession planning as ensuring leadership continuity in key position, retaining planning encourages leaders to review the demands of the organization by identifying and providing solid developmental experiences for employees for high performance. Succession planning ensures that future leaders are prepared by developing a pool of people with a range of leadership competencies. The focus is on future requirements, and providing high potential and high performing employees with developmental experiences that will enable them to meet the future demands of the organization.

Workshop is an avenue that brings, professionals together for the acquisition of new techniques and relevant first-hand information on step by step cases with the use of modern

facilities (Musibau & Adigun, 2010). It means that in workshops, professionals shares updated knowledge through role-playing activities, hand-on-practice, brainstorming, question-and-answer session, etc. with the view of applying knowledge gained to enhance performance. According to Richard and Ivan (2001), workshops are teaching and learning arrangements, usually in small groups, that are structured to produce active participation in learning. Traditionally, workshops provided participants with some opportunity to practice skills and receive feedback. However, current usage is so loose that any learning event that aspires to engage the learners actively may be called a workshop.

Malogolih (2010) noted development and training are necessary tools to enhance the performance of teachers in the tertiary level education. It is against this background that the researchers conceived the idea to investigate succession planning, workshop and job performance of teachers in secondary schools in Rivers State.

Statement of the Problem

High performance remains a vital tool for the actualization of the goals of any organization, especially in the teaching profession. Teachers' poor performance do not affect better-out but, it also hampers the objectives of teaching and learning in school. This indicates that constant training and retraining of teachers is necessary for the acquisition of more skills and knowledge for adequate instructional delivery in schools. However, some teachers in the secondary schools in Nigeria, especially in Rivers State, lack the necessary teaching qualifications, and knowledge required better job performance in school as noticed by the researchers in recent times and this is affecting poor in instructional delivery. This situation is contributing to poor performance of some students in their examination. The inability of these affected teachers to involve in constant training and development programmes such as succession planning and workshop could be contributing to their poor performance in the teaching process. Teachers who involves in constant training and development programme gain more skills and knowledge for carrying out their daily responsibilities. The problem of this study therefore, is to examine if succession planning and workshop training predict job performance of teachers in secondary schools in River State.

Objectives of the Study

The aim of this study is to investigate the extent to which succession planning and workshop predict job performance of teachers in public secondary school in Rivers State. The objectives are to:

- Determine the extent to which succession planning predict teachers' job performance in public secondary school in Rivers State.
- Examine the extent to which workshop predicts teachers' job performance in public secondary schools in Rivers State.

Research Questions

The following research questions were used to guide the study:

- What is the extent to which succession planning predict teachers' job performance in public secondary school in Rivers State?
- What is the extent to which workshop predict teachers' job performance in public secondary schools in Rivers State?

Hypotheses

The following null hypotheses which were tested at 0.05 alpha level of significance were used to guide the study:

- Succession planning does not significantly predict teachers' job performance in public secondary school in Rivers State.
- Workshop does not significantly predict teachers' job performance in public school secondary in Rivers State.

METHODOLOGY

This study adopted the correlational survey research design. The population of this study consisted of all the vice principals (vice principals academics and administration) in the 247 public senior secondary schools in the 23 local government Area of Rivers State. As at the time of the study, the population of teachers in the public senior secondary schools in Rivers State is 494. A sample of 400 vice principals (vice principals academics and administration) in public senior secondary school representing 81% of the population was drawn and used for the study. Multi-stage sampling approach was adopted for the study. In doing this, simple random sampling technique was used to draw 200 public senior secondary schools in Rivers State. Then, purposive sampling technique was used to arrive at the 400 vice principals (vice principals academics and administration). Two self-designed instruments were used for the data collection and they are titled: "Succession Planning and Workshop Scale" (SPWS), and "Teachers' Job Performance Scale" (TJPS).The (SPWS) contains 33 items. Teachers' Job Performance Scale (TJPS) comprised 22 items structured based on the four point modified likert rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The instruments (SPWS) and (TJPS) were face and content validated by three experts in Measurement and Evaluation. The Cronbach alpha reliability statistics method was used to establish internal consistency coefficients of the instruments. The general reliability for the Succession Planning and Workshop Scale (SPWS) was .71. Teachers' Job Performance Scale (TJPS) was .89. The Cronbach is suitable because the instruments were structured using interval scale of measurement, one time administered and measures inter-item correlation using 30 vice principals who were not part of the main study. The instruments (SPWS) and (TJPS) were administered by the researchers to the 400 respondents (vice principals academics and administration) in the public senior secondary school with the help of one research assistant (principals) who were well guided about the instruments. Simple regression was used to answer the research questions 1-2 while, their corresponding hypotheses were tested using t-test associated with simple regression at 0.05 alpha level of significance.

RESULTS

Research Question One: What is the extent to which succession planning predict teachers' job performance in public secondary schools in Rivers State?

Table 1: simple regression on the extent succession planning predicts teachers' job performance

Model	R	R Square	Adjusted R Square
1	.040 ^a	.002	-.001

Table 1 showed that the simple regression (R) and regression square coefficients (R^2) are 0.040 and 0.002 respectively. The coefficient of determinism of 0.2% (100 X 0.002) showed the extent of prediction of succession planning on teachers' job performance in public secondary schools in Rivers State. This showed that succession planning predicts 0.2% of teachers' job performance.

Research Question Two: What is the extent to which workshop predict teachers' job performance in public secondary schools in Rivers State?

Table 2: simple regression on the extent workshop predict teachers' job performance

Model	R	R Square	Adjusted R Square
1	.037 ^a	.001	.000

Table 2 showed that the simple regression (R) and regression square coefficients (R^2) are 0.037 and 0.001 respectively. The coefficient of determinism of 0.1% (100 X 0.001) showed the extent of prediction of staff workshop on teachers' job performance in public secondary schools in Rivers State. This showed that staff workshop predicts 0.1% of teachers' job performance.

Hypothesis One: Succession planning does not significantly predict teachers' job performance in public secondary schools in Rivers State

Table 3: t-test associated with simple regression on the prediction of succession planning on teachers' job performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.422	9.565		4.958	.000
	Succession planning	.027	.258	.004	.105	.016

a. Dependent Variable: teachers job performance

Table 3 revealed that the t-test value associated with simple regression is 0.105 which is statistically significant at 0.016 when subjected to an alpha level of significance of 0.05. Therefore, the null is rejected. By implication, staff succession planning significantly predicted teachers' job performance in public secondary schools in Rivers State.

Hypothesis Two: Workshop does not significantly predict teachers' job performance in public secondary schools in Rivers State

Table 4: t-test associated with simple regression on the prediction of workshop on teachers' job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.250	1.808		27.796	.000
	Workshop	-.054	.052	-.037	-1.033	.002

a. Dependent Variable: teachers job performance

Table 4 revealed that the t-test value associated with simple regression is -1.033 which is statistically significant at 0.002 when subjected to an alpha level of significance of 0.05. Therefore, the null is rejected. By implication, workshop significantly predicted teachers' job performance in public secondary schools in Rivers State.

DISCUSSION

The findings of this study were discussed in line with the summary of the finding. The finding of the study indicates that succession planning significantly predicted teachers' job performance in secondary school. This finding implies that, as the scores of succession planning is increasing there is corresponding increase in the score of teachers; job performance. This also shows that succession planning is a prince factor in enhancing instructional delivery of teachers in school. This finding is in agreement with that of Sabsatine (2011), who found that succession planning is a significant positive predictor of capacity building of civil servants. On the contrary, Olohilam (2008) and Colama (2012) found that there is no significant relationship between succession planning and service delivery among teachers in public secondary school.

The finding of the study indicates that workshop predicted teachers' job performance in public senior secondary school. This result shows that, as the scores of workshop is increasing; there is also a corresponding performance. This implies that, workshop development programme is capable of accelerating the task performance of teachers in their day-to-day activities in the teaching and learning processes. This finding is in line with that of Omilo (2011) who found in his study that workshop programmes significantly related with task performance of teachers. This finding is not in agreement with that of Lukeman (2013) who found that workshop does not significantly predict job performance among lecturers.

CONCLUSION

Based on the findings of this study, it was concluded that, succession planning and workshop significantly predicted teachers' job performance independently. Therefore, succession planning and workshop play vital role in job performance of teachers.

Recommendations

The following recommendations were made based on the findings of the study:

- Teachers should always attend workshop. As this will help them to gain new knowledge in their teaching areas.
- Attendance to training programmes such as workshop should be made compulsory for teachers by regulatory bodies as part of their promotion requirements. This will increase their quest for involvement in training and training programmes and also enhance better task performance among them.
- Governmental and non-governmental organizations should always be organizing training programmes that will enhance job performance of teachers.
- Teachers should always be encouraged in development programmes such as succession planning in other to build the required skills and knowledge for optimal performance.

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