



**UNIVERSITY PROMOTIONAL POLICY AND LECTURERS' WORK PERFORMANCE IN UNIVERSITY OF UYO, AKWA IBOM STATE, NIGERIA.**

**Ifeoma Unyime Ukoette**  
Department of Curriculum Studies, Educational Management and Planning,  
Faculty of Education, University of Uyo, Uyo,  
Akwa Ibom State, Nigeria.  
+2349131267452, ifeomaukoette8@gmail.com

**Sabitu Nunayon Abdul**  
Dept.of Foreign Languages, PEGASUS Schools,  
Eket, Akwa Ibom State, Nigeria.  
+2347032878865, [abduldasconian@yahoo.com](mailto:abduldasconian@yahoo.com)  
And

**Obanovwe C. Omuta**  
Department of Curriculum Studies, Educational Management and Planning,  
Faculty of Education, University of Uyo, Uyo,  
Akwa Ibom State, Nigeria.  
+2348069114367, abanovweomuta@yahoo.com

**ABSTRACT**

This paper seeks to investigate the difference in University promotional policy and lecturers' work performance in the University of Uyo, Akwa Ibom State, Nigeria. The ex-post-facto design was deemed fit for the study to gather information by the means of structured questionnaire. The population of the study comprises senior, associate and professors lecturers in the University of Uyo, Akwa Ibom State in Nigeria, totalling 844. The sample of the study stood at 439 lecturers. The research questions postulated were answered by the use of mean standard deviation while hypothesis testing were employed t-test and ANOVA analysis at 0.05 level of significance. The result showed that University Promotional Policy significantly influence lecturers' work performance in University of Uyo, Akwa Ibom State, Nigeria. It was recommended among others that Lecturers should from time to time, ex-ray themselves to know if there are some necessary qualifications that have not been attained that may hold back their promotion and work towards accomplishing such qualifications.

Key words: University, promotional policy, lecturers work performance.

## Introduction

Promotion opportunities shall continue to be created for unhindered professional growth at all levels. (Federal Ministry of Education, 2014).

University educational system has been defaulting in promoting her lecturers in all aspects and thereby curbing the temporary psychological state of the lecturers in faint-heartedness. One can imagine the trauma that can befall a lecturer who works tirelessly and with good report, expecting promotion after long working years in profession and had never been promoted. Many are there in our Universities of higher learning since the inception and resumption of duties, for instance 10-15 years in the particular cadre who have never experienced nor smell promotion. This hinders their work performance and equally hinders their professional growth as well.

According to FME (2014), University education was designed to make optimum contribution to national development by: intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation (section 5, 86a). How would this be possible when the lecturers that are the pivot point of integrating the programmes to come to the niche of the students are not well catered for or promoted accordingly so as to motivate them to put in their best in the achievement of required contribution to the students and the nation in general?

University education is seen as the highest stage in our educational system and it is an essential level in that in this stage, it prepares one to be grounded in the fields of endeavour in which the fellow get acquainted and necessary skills that will foster him/her to be relevant in spread of skills and competencies that contribute to the nation's economic goal which will in turn enable the students to succeed in a global economic world.

Promotion is a way of igniting or rewarding a lecturer in a positive manner for their strenuous efforts and good services rendered in the dispatch of his/her duty. Promotion

attributes increment in wages and salary, good working security, and more responsibilities and brings about achievement in status and goes with dignity. Every lecturer that gets to the peak of promotion will be highly motivated and thereby put up hard work in discharging work effectively and efficiently since the morale is at the high esteem. On the other hand, the reverse is the case of the lecturer whose promotion is denied.

Nelson, (2018) in his work, sees Training and Development Policy as one of the key practices and policies of human resource management is to organise activities which aims to better the performance of the employee. Agwu (2013) defines training and development as an effort to improve lecturers' work performance through acquiring knowledge. Through training and development, the levels of intelligence of the lecturers are improved and precipitated their expertises in realizing their potentials in the field. (Nassazi, 2013).

Promotion also serves as a positive way of rewarding lecturers for their competencies and work done. It prepares the lecturers for an epic position or promotion and it also offers them employment away from the current organisations. Normally promotion means increased self actualization, responsibilities, more ergo, and increased work satisfaction.

### **Concept of promotion policy**

According to University of Massachusetts, Amherst, (2018) there is so much variation across campus with respect to lecturer's job responsibilities, it is especially important to provide a detailed job description of the individual's job responsibilities and/or course load over the time period in which they are being evaluated. The basics are as follows:

1. Eligible for promotion to Senior Lecturer I after Six years of full-time equivalent service as an instructor or lecturer (or other position excluding student employment, with duties and responsibilities substantially the same as lecturer) will be eligible for consideration for promotion to the rank of Senior Lecturer.
2. Eligible for promotion to Senior Lecturer II after Six years of full-time equivalent service as Senior Lecturer (or similar position).
3. Meritorious performance in the area(s) of the individual's responsibility.

#### 4. Promise of continuing professional development and achievement.

The education policy represents definite course of action proposed by the government in power or executive authority and adopted as expedient to the issues and problems of education (Jaiyeola & Atanda, 2005 in Ekundayo, 2010).

Sometimes, it is the Vice Chancellor of the University that calls for professional appraisal assessment. Lecturers desiring for upgrading will attach photocopies of their publications through the Registrar of the University, who will vet and make his recommendations. The Registrar will forward the said recommendation to the Vice Chancellor for his perusal and consent. Therein, the lecturer's name is published in the University bulletin.

However, promotion in University generally in Nigeria appears to be a secret issue where there is no room to explain to those who are eligible for promotion why they are still pending for their advancement, leaving all the lecturers due for promotion, scratching their heads in a tight corner searching for who sits on their professional growth. The consensus among lecturers is also that of delay promotion which predict poor performance of their work. The question arise whether the promotion policy is generating high performance which could be used as a yardstick of determining the lecturers' motivated stimuli and or poor performance over the years.

Promotion policy, according to Human resources (2017), states that policy covers all aspects of staff promotion, including eligibility, assessment, fast-tracking and review. The policy statement in promotion states that it is of the University intention to ensure that staffs are rewarded appropriately and that promotion is applied consistently and fairly in a focused and effective way. This will ensure that the University is able to recognize and retain excellent staff and that promotion judgements are based on open, transparent and objective criteria (Charlie, 2017). He further elucidated the key stages as:

##### 1. Application

2. Decision made by promotion Committees
3. Outcome of decision communicated.

### **Literature review**

The study adopted the performance Enabling theory of Charlie, J (2018) which is the criteria of work performance. It is also used to clarify the expectations of the lecturer's role and standard of performance and also remove any barriers that prevent an individual from performing. This theory is employed because it emphasizes on how to support and enable (employees) lecturers to achieve their potential, succeed in their different roles, thereby put in their best in achieving the University set goals.

Promotion into higher cadre is essential and it is based on competency, success, qualification and evaluation. It is also used to know the lecturer who is at risk of being promoted to avoid low morale and the maladies that will occur through it. Lecturers are to contribute to the student knowledge abilities, guide them through better and increased knowledge of instructions. Lecturers are to facilitate, assist and contribute to the students overall progress and self-understanding that will propel their good performance. When a lecturer performs credibly in this area, he/she can be promoted for work done.

“If you want to be a great educator, you must connect with your pupils and reach them on multiple levels, because the best teachers are committed to their students' well-being both inside and outside the classroom. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond term papers and standardized tests”, (Teach.com, 2018).

Lecturers need to be motivated on the job well done by appraising them and encouraging them. Promoting them in the course could be a love affair that triggers their job performance. Motivation is an intrinsic force that gingers a lecturer to put up good and effective action towards achieving a goal.

Motivating lecturers inspires and encourages them to fulfil their work specification thereby induce performance. They can go a long way in accomplishing unexpected task and contribute more to the institution because the motivation remains and instil in them

Herzberg, et al in Oleforo (2014) conducted a research and at the end, it was concluded that the respondents seemed to be describing different activities when they felt very satisfied and when they felt dissatisfied. They discovered that there is a set of factors or job conditions that, when present tend to result in high levels of motivation and job satisfaction. These factors are intrinsic in nature and are highly related to the nature and content of the job being performed. These set of factors are called motivators or satisfiers which include; achievement, recognition, advancement or growth and responsibility. When a lecturer is being promoted, there is a tendency of performing well in the work.

Professional development is the art of maintaining one's professional competence and/or knowledge by straining forward in acquiring more management and developing courses that will enhance self-improvement, that will acquaint one into professional life. Professionalism as indicated by Chartered Institute of Personnel and Development, (CIPD), (2018) highlights that members' show an interest in the internal and external environment and in the continuous development and improvement of self and others at both organization and individual levels. Development also indicated by CIPD (2018) highlights that the starting point is a realistic assessment of what needs to be learnt in order to meet the demands of the ever-changing professional and business world. It is also owned by the individual, learning from all experiences, combined with reflection as key activities, working effectively and inclusively with colleagues, teams, stakeholders and individuals both within and outside of the organisation. Professional development is the skills and knowledge an employee gains to optimize her personal development and job growth (Ferguson, 2018). It could be from lecturer to Senior lecturer; Senior lecturer to Associate Professor; and Associate Professor to Professor.

This is to say that a lecturer, who is aspiring for unhindered promotion, shall adhere to attain to professional development which is the yardstick and/or prerequisite for promotion. Involve yourself into future training and or make unflinching changes in some directions.

### **Statement of the problem**

The policy recommended promotion of lecturers as a basis for attaining to professional life. Promotion is a right of any lecturer who has worked assiduously and had achieved a reasonable qualification and professional development in academic corridor. The lecturers are intimated on promotion policy and procedure and how they will prepare for it for advancement in their fields. But the promotion exercise in some of the Nigerian Universities over their lecturers has become and or turned into secret issues. The persistent rate of unhindered promotion are some of the major parameters of measuring the work performance of lecturers has had its contending issues of poor work performance such as lack of openness and fairness in selection, lack of restriction on the criteria of promotion, inability to address the applicant that is not successful during promotion exercise to avoid bias and so on. The procedure is that those aspiring to higher cadre of being promoted should submit application as part of professional development review process and have written submitted and waited for promotion and some die in the process of waiting for professorship and at the end were given a post-humus award. This is incredible! This happens as a result of poor management and self-interest and/or selfishness in the part of the administrator that are in charge of promotion in University of Uyo, Akwa Ibom State, Nigeria. The question arises whether the aforementioned variables could be the menace that precipitated the problem. Therefore the researcher sought to investigate on University promotion policy and lecturers' work performance in University of Uyo, Akwa Ibom State, Nigeria and unravel the problems and prospects which other researchers must have failed to underpin.

### **Research questions**

1. How were the lecturers' work performances by criteria of promotion in University of Uyo, Akwa Ibom State, Nigeria?
2. What was the number of lecturers promoted through promotion policy on merit by gender in University of Uyo, Akwa Ibom State, Nigeria in 2020 to 2023?
3. Does significant difference exist between University promotion policy and lecturer's discipline in University of Uyo, Akwa Ibom State, Nigeria?

### **Hypothesis**

1. There is no significant difference on the lecturer's work performance by criteria of promotion in University of Uyo, Akwa Ibom State, Nigeria.
2. There is no significant difference in the number of lecturers promoted through promotion policy of merit by gender in University of Uyo, Akwa Ibom State, Nigeria in 2020 to 2023.
3. There exist no different between University promotion policy and lecturers' discipline in University of Uyo, Akwa Ibom State, Nigeria.

### **Methodology**

The ex-post-facto design was employed. As the design implies, it is a non-experimental inquiry in which there is no direct control over the variables of the study by the researcher. The variables under study are promotional policy of University and work performance of the lecturers. The research design was appropriate since the variables under review had already occurred (Carol, 2010). The design has been used successfully by the expert and researchers in Educational Management and Planning.

The population of the study comprises of all eight hundred and forty-four (844) senior lecturers, associate professors and professor (lecturers) who are involved in the University management in the University of Uyo, Akwa Ibom State, Nigeria. Simple random



sampling technique was employed to select four hundred and twenty nine (439) senior lecturers, associate professors and professors.

An instrument was structured in terms of questionnaire to retrieve information from the respondents, 202 senior lecturers, 145 associate professors and 92 professors respectively. The instrument was developed through and in connection with the literature review of the study.

To ascertain if the instrument (variables) measure what it tends to measure, they were initially submitted to two (2) validates in the Faculty of Education of the University of Uyo, in order to help in scrutinizing and validating the items on their face value, and language clarity (Uyanga and Etudor-Eyo, 2015).

The data obtained passed through the statistical tool of Cronbach Alpha analysis for the test of internal consistency which .81 was obtained for the variable. The information collected were processed and analyzed. Mean and standard deviation were used to answer the research questions and t-test and ANOVA analysis were employed for the hypothesis testing.

## **Results and discussion of findings**

### **Results**

**Research Question 1:** There is no significant difference on the lecturer's work performance by criteria of promotion between in University of Uyo, Akwa Ibom State?

**Hypothesis 1:** There is no significant difference on the lecturer's work performance by criteria of promotion between in University of Uyo, Akwa Ibom State?

**Table 1:** t-test analysis of lecturer’s work performance by criteria of promotion between in University of Uyo, Akwa Ibom State? (n = 439)

Lecturers’ work performance	n	Mean	SD	t-cal	t-crit	Remark at P=0.05
Lecturers with professional development	259	47.119	10.61			* Sig
				-3.036	1.96	Reject Ho1
Non-professional lecturers	233	49.931	9.84			

\* Significant at  $p \leq .05$  alpha levels,  $df = 437$

In Table 1, the results indicated that mean difference exist in Lecturers’ work performance based on promotional criteria. The non-professional lecturers had the highest mean score with reverse directional effect on the work performance. This means that lecturers without professional development could reduce work performance. Furthermore, test of null hypothesis revealed that the difference in lecturers work performance based on the professional development is significant, thus the null hypothesis of no significant difference was rejected.

**Research Question 2:** What was the number of lecturers promoted through promotion policy on merit by gender in University of Uyo, Akwa Ibom State, Nigeria in 2020 to 2023?

**TABLE IIa:**

Number of Lecturers promoted in the University of Uyo from 2020 to 2023:

Year	Senior Lecturers	Associate professors	Professors
2000	20	35	20
2021	-	-	-
2022	59	54	35
2023	10	86	67
<b>Total</b>	<b>89</b>	<b>175</b>	<b>122</b>

**Hypothesis 2:** There is no significant difference in the number of lecturers promoted through promotion policy of merit by gender in University of Uyo, Akwa Ibom State, Nigeria in 2020 to 2023

**Table 2:** t-test analysis of promotion policy on merit difference based on male and female work performance in University of Uyo, Akwa Ibom State, Nigeria (n=439)

Lecturers' work performance –Gender	n	Mean	SD	t-cal	t-crit	Remark
Promotion policy Male Lecturers	177	49.278	10.81			* Sig
				2.12	1.96	Reject Ho1
Female Lecturers	262	47.330	9.72			

\* Significant at  $p \leq .05$  alpha levels,  $df = 437$

Table 2 results showed that mean difference exist in work performance based on male and female lecturers' promotional policy on merit. The male lecturers with promotional policy on merit had the highest mean score. In the addition, test of null hypothesis revealed that the difference in work performance based on promotional policy on merit by gender is significant, thus the null hypothesis of no significant difference was rejected. This result implies that irrespective of lecturers sex, the way they are promoted does not depend on gender, perhaps other variables apart from sex is responsible for any noticeable differences in promotional policy as regard to their gender. Accordingly the professorial promotion of University of Uyo in 2023 had the highest number of associate professors and professors which was said to be highest in the university history (uniuyo.edu.ng/press release 2023). It was also noticed that three years under review, 40 promoted professors are male while 257 are females across the faculties. (en.wikipedia.org, 2023).

**Research Question 3:** Does significant difference exist between University promotion policy and lecturer's discipline in University of Uyo, Akwa Ibom State, Nigeria?

**Hypothesis 3:** There exist no different between University promotion policy and lecturers' discipline in University of Uyo, Akwa Ibom State, Nigeria?

**Table 3a:** ANOVA analysis of Lecturers work performance difference based on promotional policy in Discipline in University of Uyo, Akwa Ibom State, Nigeria (n=439)

Lecturers Discipline	N	Mean	SD
Lecturers work performance Science	127	49.18	11.41
Humanities & Arts	200	46.70	9.013
Social & Mgt Science	112	50.48	10.86

\* Significant at  $p \leq .05$  alpha levels,  $df = 437$

**Table 3b:** ANOVA analysis of Lecturers work performance difference based on promotional policy in Discipline in University of Uyo, Akwa Ibom State, Nigeria (n=437)

Variable	Source of Variation	SS	df	MS	f-cal	f-crit	Remark
Lecturers' work performance	Between Groups	1329.428	2	664.714			*Sig .002
					6.351	3.86	Reject Ho3
Discipline	Within Groups	51182.401	489	104.667			

\* Significant at  $p \leq .05$  alpha levels,  $df = 490$

The results in Table 3a revealed that mean difference exist in Lecturers work performance based on promotional policy in their Discipline. The lecturers in Social & Mgt. Sciences had the highest mean followed by Science with lecturers in humanities and Arts having least mean score. In the addition, test of null hypothesis in Table 3b revealed that the difference in lecturers work performance based on the promotional policy in discipline is significant, thus the null hypothesis of no significant difference was rejected. This could imply that promotion in discipline have impact on the lecturers' work performance.

### Discussion of findings

The finding of hypothesis one showed test of null hypothesis revealed that the difference in lecturers work performance based on the professional development in university of Uyo, Akwa Ibom State, Nigeria is significant, thus the null hypothesis of no significant difference was rejected. This finding is in support of the finding of Huselid and Becker (2011) in Nassasi (2013) who found a direct link between training and development of employees and the performance of an organization, and concluded that for an organisation to be efficient and effective in its operations, investment in training and development of its employees is of paramount importance

The finding of hypotheses two and three found that promotional policy differs based on gender and lecturers' Discipline and that the difference is significant. This finding shows an agreement between Oforiwaa and Aful-Broni (2014) who conducted study on Gender and promotions in higher education: A case study of the University of Education, Winneba,

Ghana and posited that besides performance, socio-demographic characteristics, level of education, skills, training and development, tenure in current job, seniority and merit also affect promotion decisions in organizations. (Muhammad & Akhter, 2010).

In such manner, Dar (2010) add further that equality in chances of promotion among employees in accordance to their competencies guarantees loyalty and job satisfaction. The result in hypotheses two negate the findings of Kahn, (2012) who conducted on Gender difference in academic promotion and mobility at a major Australian University and found that in most disciplines, male teachers are more likely to be promoted than their counterparts. Subsequently, hypotheses three agrees with that of Ansah who conducted a study on Employee promotional system and induced performance among senior staff of Cape Coast and concludes that promotion qualification criteria promotes commitment to work and promotion criteria motivate senior lecturers to be punctual at work and thereby proffer work performance by self denial. This also disagree with the findings of Nelson, (2018) who examines the implementation of promotion policy in the university of Cape Coast and concludes that senior members have knowledge about the promotion criteria and procedures which varied in sex, current academic rank and years of experience, while in this case any lecturer who need to be promoted must work in cordiality with the HoD, Dean or Provost in order not to delay his/her promotion.

### **Conclusion**

The findings of the study showed significance difference in lecturers work performance based on the professional development in the University of Uyo, Akwa Ibom State, Nigeria, significance based on lecturers with or without professional development skills, gender and discipline. Thus, it was concluded that University Promotional Policy significantly influence lecturers' work performance in University of Uyo, Akwa Ibom State, Nigeria.

## Recommendations

The following recommendations are made based on the findings of this study:

1. There ought to be equality and fairness in dispensing promotion policy to all who are qualified for it while government on the other hand, should revisit and monitor the laws enacted on employment and on-the-job-training of lecturers. Lecturers should from time to time, ex-ray themselves to know if there is some necessary qualifications that have not been attained that may hold back their promotion and work towards accomplishing such qualifications.
2. Gender differences should not be a yardstick for promotion but should be based on the merits and the inconsistency in the application of the policy should be avoided by the promotion committee and/or the board responsible. Lecturers should engage themselves in creativity and innovation skills, it will go a long way revitalizing them and keep them in more high pay and increase their work performance
3. An urgent call for the board in charge of promotion, to make haste in promoting the applicants who are qualified, make sure no delay is found against deadlines, get their files for appraisal and know who is due for promotion..

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