

AN EXPLORATORY STUDY OF CAREER ADVANCEMENT AND PROMOTION, TRAINING, AND CONFERENCE-WORKSHOPS ON TEACHER PERFORMANCE IN IBADAN

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Abstract

This study delved into the correlation between career advancement, promotion, training, attendance at conferences and workshops, and job performance among secondary school teachers in Ibadan. Job performance for teachers encompasses their instructional duties both within and outside the classroom. The study recognized the close connection between career progression and job performance, as professional development often contributes to enhanced performance within educational environments. Teacher training typically involves workshops designed to enhance teachers' proficiency in curriculum subjects over a period of time. The research employed a descriptive-correlational research design, with the population comprising all secondary school teachers in Egbeda and Oluyole LGAs, Ibadan. Probability sampling was employed as the sampling method. The research utilized carefully constructed questionnaires as the research instrument. Data were collected, and relevant information was extracted and analyzed using frequency counts and percentages. The findings indicated a significant relationship between teachers' job performance and career advancement and promotions ($r = .680, p (.615) < .05$), as well as training, conferences, and workshops ($r = .305, p (.827) < .05$). Thus, a correlation exists between motivational factors such as career advancement and promotions, training, and attendance at conferences and workshops, and teachers' job performance. This suggests that these motivational aspects collectively impact teachers' job performance. In light of these findings, the researcher suggests the following recommendations: The Ministry of Education should incorporate mentorship programs and regular training sessions to ensure that the teaching staff remains motivated and committed to achieving their objectives. The topics and content covered in seminars should be aligned more closely with the needs of teachers and their performance improvement. There is a need for a review of the promotion system to ensure it is implemented promptly and fairly, with clear benefits attached to incentivize teachers and make the process more advantageous for them.

Key words: career advancement, promotion, training, conference-workshop, teachers job performance

Background to the Study

Teachers' job performance refers to their effectiveness and efficiency in fulfilling their responsibilities within the classroom and school community (Mbabazi, Zulaiha, Tom, and Abdul Rahim, 2024). This encompasses the ability to organize and conduct classes in accordance with curriculum standards, engage students, and foster learning. It also involves maintaining a classroom environment that is both orderly and positive, encouraging student participation, collaboration, and academic achievement. Additionally, teachers assess student learning using various methods such as exams, projects, and observations, and use assessment results to tailor instruction and provide feedback to students. They create opportunities for critical thinking, active engagement, and meaningful learning experiences that promote student motivation and involvement (Mbabazi, Zulaiha, Tom, and Abdul Rahim, 2024). Teachers also engage in ongoing professional learning and development activities to enhance their job performance, stay informed about educational advancements and research, and refine their teaching skills. Consequently, the effectiveness of the educational institution as a whole, as well as academic achievement and student success, are significantly influenced by the contributions of teachers (Wamimbi and Bisaso, 2021).

Moreover, for teachers, career advancement typically involves continuous professional development. The progression of a teacher's career is directly linked to their job performance, influenced by various factors such as engaging in ongoing professional development, consistently striving for excellence in their teaching practice, and embracing opportunities for personal and professional growth (Naw, Phyuzar, Midhunchakkaravarthy, and Amiya, 2023). Enhancing job performance can be achieved by teachers through participation in continuous training sessions, workshops, seminars, and further educational pursuits. In the educational domain, promotion often entails moving to a higher position or rank within the school or ministry hierarchy. Nevertheless, promotion can serve as a motivating factor for teachers to enhance their performance. The evaluation of performance conducted by administrators or supervisors frequently plays a crucial role in determining whether an educator will be promoted. Training significantly influences a teacher's effectiveness in the classroom and is indispensable for improving job performance among educators. Through training, teachers have the opportunity to expand their knowledge base and enhance their teaching skills (Abba, 2018).

Professional development programs, workshops, and seminars offer valuable insights into assessment techniques, methods for differentiation, strategies for classroom management, and other essential aspects of teaching. Through these avenues, teachers can enhance their ability to engage students, facilitate learning, and effectively address the needs of a diverse student population. Acquiring new knowledge and refining existing skills enables teachers to become more proficient in their roles. Training serves as a cornerstone for nurturing teachers' professional growth and enhancing their efficacy in their profession (Akkermans, Richardson, and Krammer, 2020). Providing teachers with opportunities to expand their pedagogical knowledge, technological skills, cultural competence, teamwork abilities, and reflective practices is imperative. Training plays a pivotal role in cultivating a highly skilled and effective teaching workforce capable of catering to the varied needs of students and promoting favorable learning outcomes.

Statement of problem

The absence or inadequate provision of opportunities for career advancement, promotion, training, and engagement in conferences and workshops is presenting numerous challenges for teachers in Ibadan, Oyo state. These challenges hinder their ability to perform their duties effectively and diminish their job satisfaction. These impediments are associated with stagnation, limited skill enhancement, professional isolation, lack of recognition, restricted networking prospects, and constrained professional development. The collective impact of these factors significantly affects their overall professional fulfillment, job satisfaction, and job performance. Hence, there is an urgent necessity to examine the correlation between teachers' job performance in Ibadan and their opportunities for career advancement, promotion, training, and participation in conferences and workshops.

Brief Literature Review

Job Performance

The manner in which a teacher carries out their profession encompasses their responsibility for educating students in various settings, including both the classroom and beyond. This entails utilizing instructional materials, employing effective teaching methodologies, conducting fieldwork, developing lesson plans, regularly assessing students' progress, participating in extracurricular activities, attending school functions, and offering guidance and counseling. The effectiveness of a teacher is measured by their ability to seamlessly integrate their experiences, teaching strategies, instructional materials, knowledge, and skills to deliver educational content to students in diverse environments. Consequently, teacher performance is assessed based on several criteria, including consistent and timely attendance, involvement in extracurricular endeavors, supervision of school events, meticulous lesson planning and schedule preparation, grading, and overall punctuality. It is widely acknowledged that the performance of a school largely hinges on the efforts of its teachers, and if a teacher experiences job dissatisfaction, it may negatively impact their dedication to teaching (Mark, 2015). Job performance encompasses both positive and negative contributions made by workers to the advancement of organizations. Teacher performance, on the other hand, refers to the behaviors

and actions exhibited by educators both within and outside of the classroom. Each teacher's set of objectives established by the department is commonly referred to as their "teacher performance" (Yusrizal, Harun, Husen, & Iqbal, 2018). According to Aharon (2018), work performance entails the ability to deliver products or services to customers in the most effective, efficient, and economical manner possible. However, Grant (2016) defines job performance as the value of an employee's overall contributions to the organization.

Career advancement and teachers job performance

The correlation between teachers' career advancement and job performance is significant, as professional development often translates into enhanced performance within educational settings. Opportunities for career advancement, such as conferences, workshops, and advanced degree programs, enable teachers to enhance their skills and expertise in pedagogy, subject matter knowledge, instructional strategies, and classroom management (Ogunbayo and Mhlanga, 2024). As teachers expand their knowledge and acquire new skills, they become more effective educators. Career advancements, including promotions and leadership roles, serve as incentives for educators to excel in their roles. Teachers are motivated to remain engaged, committed, and focused on their duties when they recognize that their efforts and commitment can lead to professional advancement and growth.

This positively impacts their performance in their roles. Career advancement pathways often include leadership positions such as department chairs. As professional development typically leads to enhanced performance in educational settings, there exists a significant correlation between teachers' career progression and their professional success. Through avenues of career advancement such as conferences, workshops, and advanced degree programs, educators can enhance their expertise in pedagogy, subject matter knowledge, instructional methodologies, and classroom management (Ogunbayo and Mhlanga, 2024). With the acquisition of new skills and expanded knowledge, educators become more proficient in their roles. Attaining leadership roles, promotions, and other opportunities for professional growth can serve as motivators for educators to excel in their work. The recognition that their dedication can lead to career advancement encourages teachers to remain engaged, dedicated, and focused on their responsibilities. This, in turn, positively influences their job performance.

Receiving acknowledgment for their expertise, dedication, and impact—whether through promotions, awards, or other forms of recognition—can enhance educators' confidence, morale, and sense of fulfillment in their profession, consequently boosting their performance (Ismailova, Choriev, and Aripjanova, 2020). Opportunities for career advancement indicate that the institution values and facilitates the professional growth of its educators, leading to enhanced teacher retention and job satisfaction. Teachers are more inclined to remain in their positions when they feel supported in their professional development, fostering continuity, stability, and overall success within educational institutions. Thus, by providing avenues for skill enhancement, motivation, leadership roles, increased responsibility, recognition, retention, and job satisfaction, career advancement significantly influences teachers' effectiveness in their roles. Teachers are better equipped to excel in their positions and positively impact the academic outcomes of their students when they receive support for their professional growth and advancement (Ismailova, Choriev, and Aripjanova, 2020).

Training and Teachers' Job Performance

Conversely, according to Boudersa (2016), professional development generally encompasses any form of learning undertaken by educators subsequent to their initial training. It denotes processes, activities, and endeavors designed to enhance teachers' professional knowledge, instructional methodologies, and teaching attitudes to improve student learning outcomes. Typically, teacher training involves conducting workshops over time to provide educators with instruction in various curriculum subjects. The primary objective of these workshops is to ensure that teachers remain up-to-date in their respective fields of expertise. The quality of teaching and school leadership stands out as the most influential factor determining the quality of students' learning, as recognized by the Cambridge Professional Development Qualifications (2014), underscoring the importance of teacher training and ongoing professional development. Throughout their

careers, educators and leaders must continually refine their professional thinking and practice. Another definition of professional development encompasses any activity or process aimed at altering a combination of the following: teachers' beliefs and attitudes, teachers' knowledge, and teachers' classroom practices. This definition underscores the inherent link between teachers' knowledge and the evolution of their understanding, leading to considerations of teachers' learning and professional development. In a similar vein, Sowder (2007) argues that transformations in teachers' knowledge, convictions, and instructional approaches signify professional advancement. This perspective is supported by Boudersa (2016).

Conference/ workshop and teachers job performance

Essien, Akpan, and Obot's (2016) study on the impact of in-service training, seminars, and workshops suggests that attending such events does not have a noticeable effect on students' academic performance. This may be attributed to the fact that obtaining professional certification and training is fundamental for teachers to effectively carry out their teaching duties. Workshops, seminars, and in-service training serve as additional incentives for educators to enhance their knowledge and gain practical experience. In a study by Appiah Kwapong, Opoku, and Donyina (2015) involving staff members of Ghanaian polytechnics, a significant positive correlation between teachers' performance and motivation was observed. This indicates that an increase in teachers' motivation is associated with improved performance (Appiah Kwapong, Opoku, & Donyina, 2015). Additionally, Manullang and Rajajukguk (2016) investigated the relationship between teachers' performance and achievement motivation. While there is a correlation coefficient of 0.557 between achievement motivation and performance, it was found that achievement motivation significantly influences teachers' performance. Muranda, Ncube, Mapolisa, and Tshabalala (2015) conducted a study to examine how teacher motivation impacts their teaching effectiveness. The results of the study suggest that a teacher's motivation significantly influences their efficacy. The study proposes that prioritizing teacher motivation is essential for enhancing teacher effectiveness.

Methodology

The study adopted the descriptive research design. The population consisted 57 secondary school teachers in in Egbeda and Oluyole LGAs Ibadan. The study adopted probability sampling method. The instrument used for this research study were two carefully constructed questionnaires. The results were collected and the data needed was extracted and analyzed using frequency counts and percentages. The objectives are to:

- i. examine the relationship between career advancement and promotion on job performance of secondary school teachers in Ibadan.;
- ii. Investigate the relationship between training and attendance in conferences and workshops on job performance of secondary school teachers in Ibadan.

Results

Socio-demographic Characteristics

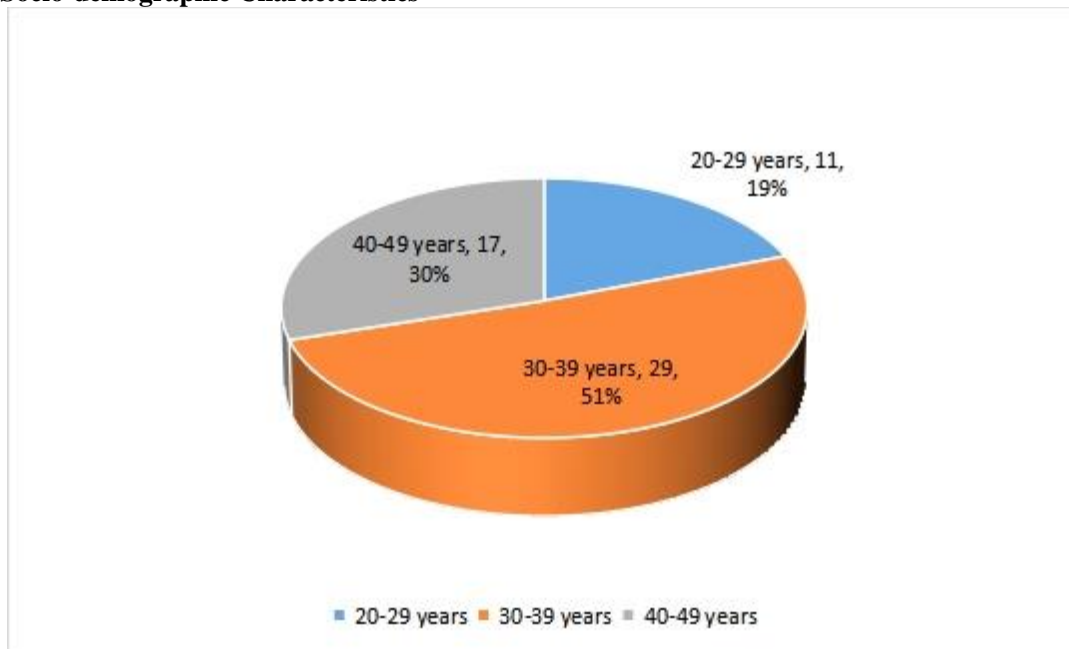


Fig 4.1: Pie chart showing the distribution of teachers by age group

Based on Figure 4.1, it can be observed that 19.3% of the surveyed teachers fell within the 20–29 age bracket, while 50.9% were in the 30–39 age bracket, and 29.8% were aged 40–49. This indicates that a significant proportion of civic education instructors in the selected local governments were in their thirties, which is typically regarded as a period of vitality and energy. This demographic trend may explain their high level of enthusiasm, particularly in public schools, where they may exhibit robust physical health and keen sensory perception. The predominance of teachers aged between 20 and 39, accounting for 70.2% of the total, could be attributed to the extensive recruitment efforts undertaken by the Oyo State government in 2020–2021. Additionally, it is plausible that many older teachers have transitioned into administrative roles such as vice-principals and principals, which involve more managerial and supervisory responsibilities rather than direct classroom instruction.

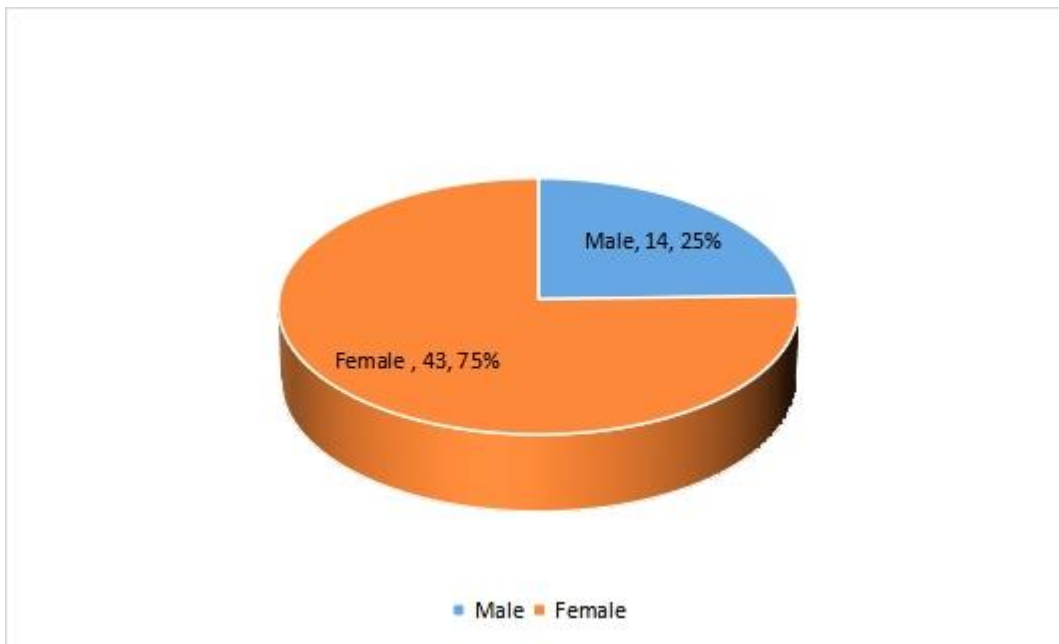
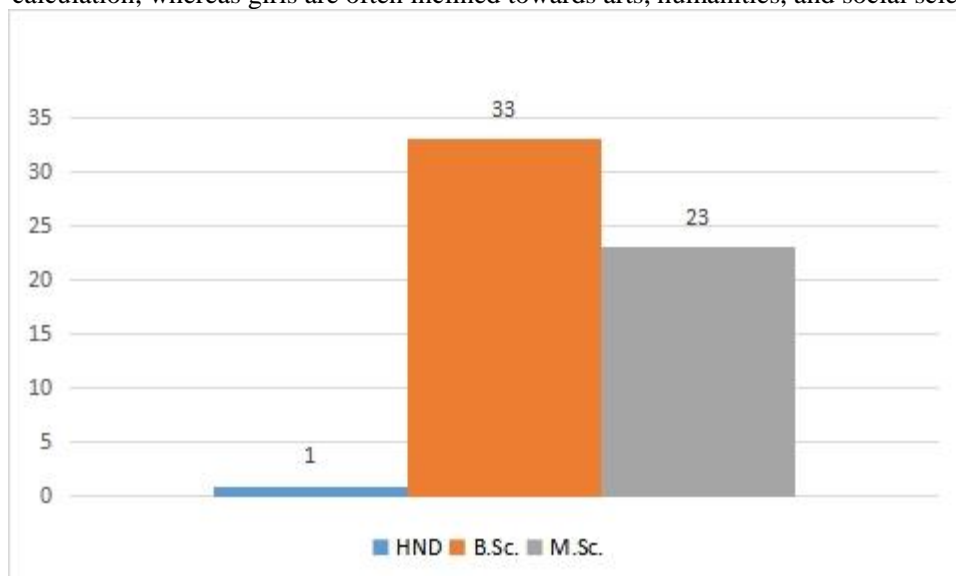


Fig 4.2: Pie chart showing the distribution of teachers by gender

Figure 4.2 illustrates that 24.6% of the respondents are males, while 75.4% are females. This indicates that the majority of senior secondary Civic Education teachers who participated in the research within the selected Local Government Areas are female. The distribution of genders in the field of teaching may be influenced by individuals' preferences for specific disciplines or areas of specialization. Research conducted by Hyde (2005) revealed that boys tend to gravitate more towards disciplines such as mathematics and calculation, whereas girls are often inclined towards arts, humanities, and social sciences.



HND (2%), B.Sc. (58%) and M.Sc. (40%)

Fig 4.3: Bar chart showing the distribution of teachers by qualification

Figure 4.3 indicates that 58% of the respondents hold a B.Sc., 40% possess an M.Sc., and 2% have an HND. This suggests that the majority of the teachers in the local government areas have obtained a bachelor's degree, with a significant portion also holding an M.Sc. qualification. This demonstrates a strong commitment to education within the local government areas, as they prioritize hiring qualified candidates. This distribution may be attributed to the current educational system in Oyo State, where NCE holders are typically employed in primary schools, while those with HND or BSc degrees are recruited for secondary school positions. As a result, recent graduates may have replaced older teachers with qualifications such as Grade 2 or NCE. Another contributing factor could be the distinction between BSc and HND qualifications. According to the Nigerian government's Office of the Head of Civil Service of the Federation (OHCSF), HND holders can only progress to GLo7, GL14, or director status if they obtain a BSc and another academic degree, with the entry level being GLo8. The Scheme of Service, which was promised to be revised by Yemi-Esan, the chairman, in 2021, has faced criticism from organizations such as NAPS (National Association of Polytechnic Students), ASUUP (Academic Staff Union of Polytechnics), and SSANIP (Senior Staff Union of Polytechnics) for perceived discriminatory practices. Additionally, many respondents may have pursued an M.Sc. degree driven by the desire for additional credentials, further education, and personal growth.

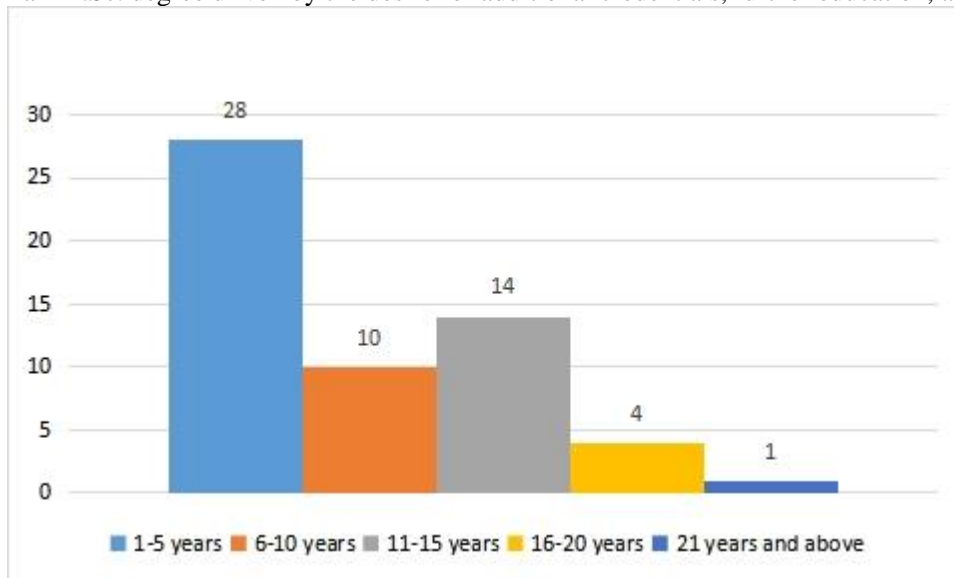


Fig 4.4: Bar chart showing the distribution of teachers by years of teaching experience

According to Figure 4.4, 49.1% of respondents had experience teaching for one to five years, 17.5% had taught for six to ten years, 24.6% had experience teaching for eleven to fifteen years, 7% had taught for sixteen to twenty years, and 1.8% had taught for more than twenty years. This indicates that the majority of the teachers had only one to five years of experience as teachers. As a result, the bulk of the civic education instructors in the two Local Government Areas that were chosen have a recent teaching background. This could be partially attributed to the current Oyo State government's widespread recruitment of teachers for secondary education.

Research Question 1

What is the effect of career advancement and promotion of civic education teachers at and when due on their job performance?

Table 4.1: One-way Analysis of Variance showing the effect of career advancement and promotion on teachers’ job performance

Source of variation	Sum of square	DF	Mean square	F	P-value
Job performance	51.202	17	3.012	0.744	.754
Error	639.747	158	4.049		
Total	690.949	175			

Table 4.1 illustrates a significant correlation between teacher job performance and career advancement, particularly when promotion opportunities are provided in a timely manner ($F = 0.744$, $p(.754) < .05$). Hence, career advancement is contingent upon professional growth and timely promotions. This underscores the assertion made by Edwin (2021) that an effective framework for staff progression is essential for maintaining a skilled workforce and a steady pipeline of future leaders. A career development plan represents a systematic approach to aligning an employee's career aspirations with the organization's needs (Kakui & Gachunga, 2016). It involves various measures undertaken by both the employee and the organization to fulfill job requirements and career objectives (Mwashila, 2017). As a company-wide initiative, employee career development facilitates individual advancement and growth within the organization. This serves as a mechanism to address skills gaps resulting from emerging technologies and a limited talent pool, benefiting both individuals and enterprises. Teachers are widely recognized as pivotal figures within the educational system, capable of significantly influencing students' development. Career advancement emerges as a common strategy for bridging the performance gap between anticipated future performance and current performance levels. Despite undergoing training, a considerable number of public sector employees experience career stagnation, lacking opportunities for progression (Kakui & Gachunga, 2016).

Delays in a teacher's advancement can lead to decreased motivation, subsequently affecting their job performance. The prospect of career advancement serves as a significant motivational factor for educators, who anticipate assuming new roles after completing four years of service. Remaining stagnant in a particular grade or rank can become monotonous and frustrating for teachers, diminishing their drive and resulting in diminished performance. This assertion finds support in the findings of Amiry (2018), who observed a detrimental effect on teacher performance due to delayed promotions. Similarly, Usman (2015) noted that teachers who remain at the same rank for an extended period tend to exhibit reduced motivation, leading to suboptimal performance.

The results of the study conducted in two local government areas in Ibadan suggest that teacher performance is positively and significantly influenced by career advancement opportunities. These findings align with those of Ardi and Sukmasari (2016), who reported a positive and significant correlation between job promotion and performance. Similarly, Suharni Rahayu (2017) found that employee performance is positively impacted by job promotions. The study's results also support the findings of Munadiyah, Ihyani Malik, and Burhanuddin (2015), who asserted that job promotions have a favorable and substantial impact on employee performance. Therefore, it can be concluded that teacher performance is directly tied to motivating factors such as promotion opportunities. Oladeji and Omokhabi, (2010) findings showed that there was a significant relationship between <0.05 , organizational support and performance level ($r=0.69$ $P < 0.05$), personal/family life and performance level ($r=0.55$ $P < 0.05$), as well as personal health/wellbeing and performance level ($r=0.55$ $P < 0.05$) of Adult and Non-Formal Education employees. Organisational support refers to the resources, policies, and practices that an organisation provides to its employees to enhance their performance, well-being, and career development which tallies with the current study

Research question Two:

To what extent can training, conferences and workshops that are conducted for teachers enhance their performance.?

Table 4.2: Pearson Product Moment Correlation (PPMC) showing the relationship between Conducting of Training, Conferences and Workshops and Teachers’ Job Performance

Variables	Mean	Std. Dev.	N	r	p-value	Remarks
Civic Education Teachers Job performance	47.6491	4.80881	57	.30	.827	Sig.
Training conferences /workshops	22.5088	4.1710				

According to Table 4.2, there is a significant correlation between participation in training, conferences and workshops and the performance of the teachers ($r = 0.30$, $n = 57$, $p > 0.05$). This indicates that organizing conferences, seminars, and workshops for teachers influences their performance in the study. Recognizing the importance of training, conferences, and workshops, efforts are made to facilitate such events for the teachers. Thus, workshops covering various topics are frequently organized to enhance teacher effectiveness and in-service training should be often provided for the teachers towards updating their qualifications. Effective teaching in schools involves setting meaningful objectives, selecting and organizing learning experiences, providing guidance and motivation, as well as assessing and correcting. As noted by Owede (2014), fulfilling these responsibilities requires teachers to undergo frequent and continuous training and retraining, which aligns with the state government's initiatives and the private ownership of secondary schools that prioritize teacher development in the state.

The organization and delivery of lessons, the selection and adaptation of teaching materials, and the guidance and management of students are all significantly influenced by in-service and other forms of training. These findings align with those of previous studies by Hussain (2011) and Olaleye (2013), which suggested that in-service training contributes to the effectiveness and efficiency of teachers. Given the nature of the profession, possessing professional qualifications is typically a standard requirement for teacher recruitment. These findings echo the sentiments of Hussain (2011), who argued in their research that teachers require ongoing professional development to deliver high-quality instruction in the classroom. Teachers who undergo continuous training and retraining are able to stay abreast of the latest techniques and strategies in teaching, thereby improving their job performance and their students' academic achievements.

While the government acknowledges the importance of training and retraining, there is a need for greater attention to be paid to the processes of teacher training and professional development, particularly in terms of their impact on teachers' classroom practices. These findings contrast with those of Akpan and Obot (2016), who asserted that there is no significant correlation between teachers' participation in workshops, seminars, or in-service training and their job performance or their students' academic performance. In contrast to this perspective, the Cambridge Professional Development Qualifications (2014) emphasize the importance of continuous training for teachers and principals in teaching and leadership to enhance the quality of education provided to students.

Table 4.8: Zero order correlation showing the relationship between the components of motivating factors and teachers’ job performance

Variable	Job performance	Career advancement	Training conferences & workshops
Job performance	1		
Career adv. & promotions	.680 (.615)	1	
Training, conferences & workshops	.305 (.827)	.674* (.000)	1

* Correlation is significant at the 0.05 level

Table 4.9 illustrates a significant correlation between teachers' job performance and various factors such as training, conferences, and workshops ($r=.305$, $p(.827)<.05$), career advancement and promotions ($r=.680$, $p(.615)<.05$), as well as conferences. This indicates that all these motivating elements play a role in influencing teachers' job performance. The findings underscore the importance of promotions and

professional development in impacting the work performance of teachers. This supports the assertion made by Christiana (2016) that offering career opportunities is among the key practices influencing organizational performance. Career advancement enhances motivation and productivity. Focusing on career progression helps in attracting top talent and retaining valuable staff members. It is imperative for companies to recognize that providing a positive career trajectory for their employees will aid in both recruitment and retention of top candidates. By catering to the individual needs of each employee, organizations can maximize their performance and productivity. Secondary schools should consider conducting periodic promotions for their civic education teachers. There is an inherent human desire for advancement or upward mobility, and employees typically aspire to see such opportunities within their organization. Incentives for promotion may include financial rewards as well as recognition of an employee's contributions, value, or output (Udu and Nwofoke, 2020).

The findings revealed that compensation is a significant factor to consider when assessing the job performance of civic education teachers. Pay and rewards play a crucial role in motivating employees. The salary or wage should be equitable, commensurate with the responsibilities of the position, and comparable to what other employees in similar roles receive elsewhere. These results align with the earlier research conducted by Ekpenyong (2016), who investigated job performance and teacher motivation variables in the Uyo educational zone of Akwa Ibom State. The study's findings indicated that regular compensation, among other factors, has a substantial impact on teachers' job performance. This conclusion is consistent with the assertion made by Ozichi (2018), who previously argued that employees tend to perform more effectively and efficiently when they receive their salaries regularly.

Recommendation

Based on the findings, the researcher suggests the following recommendations for institutions and policymakers to prioritize in order to foster the continued success and development of teachers:

Ensure equitable access to professional development opportunities and allocate resources for such initiatives to create conducive learning environments.

Provide mentorship and continuous training programs through the Ministry of Education to sustain employee motivation and accountability towards achieving their goals.

Tailor the content of seminars to be more relevant to the roles and performance of teachers to enhance their effectiveness.

Review and implement promotions in a timely manner to optimize their benefits and serve as incentives for educators.

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