



Imbalance Scorecards of Teachers Employed By Rivers State Secondary Schools Board and Rivers State Universal Basic Education Board in 2013

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ABSTRACT

The study investigated the Imbalance Scorecards of Teachers Employed by Rivers State Secondary Schools Board and Rivers State Universal Basic Education Board in 2013. The study is a descriptive survey design. The Reliability Coefficient obtained was 0.86. Findings showed that both Secondary Schools Board and Universal Basic Education Board were not diligent and proactive to the placement in accordance with staff qualifications, as a result, the know-how in teaching methodology, lesson plan and the use of instructional materials become cumbersome to deliver academically; also lack of promotion from government and the both Boards (Secondary School Board and Universal Basic Education Board), hardworking not rewarded, are the imbalances in the scorecard of secondary schools and Universal Basic Education in Rivers State have a huge impact to demotivate teachers from fostering learners academic domains to excellent academic performance. Based on the findings of this study, it was recommended that only certified educational professionals should be allowed to the classroom to create and promote varieties in teaching profession; there should be an overhaul in the two Boards to place teachers in accordance with required qualifications to give rooms to effectiveness and optimal academic performance to redeem the sector, immediate, proactive, proficient and execution of teachers' promotion should be implemented by the Rivers State Government, Secondary Schools and UBE Boards and a thorough and vivid verification on teachers' documents should be done to calculate the years of overdue promotion without mistake of some records by the Secondary Schools Board and UBE Board in Rivers State.

Keywords: Imbalance Scorecard, Supervision and Inspection, Academic Performance, Administrative Management, Staff Placement, Academic Qualification, Staff Promotion.

INTRODUCTION

An important authorized institution like education needs to be reviewed and evaluated to maintain the status quo of its establishment so that if any plight, all-round review can be done to balance such imbalances. Asodike cited in Oluwuo and Asodike (2016) described the operation of balancing the educational scorecard as measures with a focus of attaining an optimal level with respect to goals of the educational institutions; educational institution plays important role in shaping the society by contributing to its stability and enablement to function properly. The operations and responsibilities of the management depicts the roles and implementation of the subordinate, hence, it has become paramount that activities in educational institutions be constantly evaluated to ascertain the level of relevance of the educational services provided to the various educational administrators.

Asodike cited in Oluwuo and Asodike (2016) further established that society especially those in the developing economies are dynamic, as such there must be a balance score card in the provision of

services and resources made available to meet up with the changes in the socio-economic sector captured by the educational system. It is therefore, important that the activities of these educational administrators should constantly be examined to measure the performance level of the school administrators in the Rivers State Secondary Schools Board and Universal Basic Education Board towards employment of employees (its procedures). Employee's criteria such as academic qualification, adequate placement, efficient remuneration, supervision and inspection and staff promotion to deservers in the school environment are essence to balance the scorecard (Al-Hosaini and Sofian, 2015).

Niven (2006) noted that the balance scorecard can assist the Boards to attain tremendous achievement; in other words, the tool helps to evaluate how effective the various Boards are and its contribution to the performance of the principals, vice principal(s), teachers, administrators and students in the State. The essence of the balance scorecard is to ensure that the various Boards are as effective and efficient as possible to contribute to the quality of the outputs provided.

Currently (2018), Nigeria academically is operating 9-3-4, 9 is from primary 1 to junior secondary 3 which is the UBE controlled by Universal Basic Education Board (UBEB). 3 is senior secondary 1 to 3 which is controlled by Rivers State Secondary Schools Board (RSSSB). The 13,000 teachers employed; 4,000 to teach under Rivers State Secondary School Board while the remaining 9,000 to teach under Rivers State Universal Basic Education Board.

(Source: Rivers State Ministry of Education, 2018)

The above employment was characterized with imbalances or irregularities.

They are:

1. Staff Placement and Academic Qualification Defect.

The two Boards did not judiciously and proficiently place teachers based on their certified academic qualification. For instance, teachers with M.Sc., M.Ed and even Lawyers were posted to primary schools to teach under Universal Basic Education Board while NCE, B.Sc, B.Ed and HND were posted to teach under Rivers State Secondary Schools Board, an error or imbalance that should be corrected to appreciate the beauty of positive permanent relative change gained by higher experience in accordance with academic qualification. This was done out of indifference, negligence, laxity etc of administrator of these Boards; not being diligent to absorb only teachers in the discipline in order to give whoever fit higher cap as well as smaller cap to those who deserves it. Affirmatively, Koko (2018) established that out of 13,000 employed in 2013 only 2,000 were professional teachers and when the issue was raised about the defect of non professionals, the Rivers State Government then unfortunately ignored the candid advice from educational experts.

Teaching is for teachers, some employees employed had no experience in teaching profession, for instance, lesson plan, teaching method, instructional materials, educational facilities etc were far from learning domains of those non teachers let alone to teach, the two weeks induction was very infinitesimal to produce 21st century teachers. Hence, an imbalance scorecard that needed to be re-examined for higher productivity. Okoroma (2017) re-affirmed that teaching profession should be seen as delicate and most superb discipline by the government and other sectors because it produces other disciplines, therefore, certified teachers with only B.Ed, M.Ed and Ph.D in the education discipline should be employed to encourage proficiency and avoid hobo job seekers in the society. For instance;

Can a teacher function well in the capacity of a doctor in the hospital? Can a teacher function well in the capacity of a lawyer in the law court? Or can a teacher function well in the capacity of an engineer?

So also other disciplines cannot function effectively in the capacity of a teacher; these are imbalance scorecards in the teaching profession, hence, there is urgent need to balance the scorecard of the then 13,000 teachers employed by Rivers State Secondary Schools Board and Rivers State Universal Basic Education Board.

2. Staff Promotion

Salaries of teachers are paid according to certain variables which include cost of training, period of training, years of service, nature of employment, risk and hazards involves in the job (Egbo and Okeke, 2009). Promotion is a special kind of reward given to well-deserved staff; this adds value to the worker by increasing his purchasing power. Wonah cited in Obasi and Asodike (2014) opined that it also increases a teacher's job satisfaction through his/her elevation to a new status that attracts higher financial benefits in

form of higher salary, allowances and higher prestige. Promotion is therefore, a way of rewarding hard working members of staff; it is tied to the teachers' high level of competence, years in service and qualification. In educational institution, a teacher may be considered for promotion after two or more years of last promotion (Emechebe, 2005).

Unfortunately, the imbalance scorecard (the lacuna) by the current (2018) Rivers State government hate the concept "promotion" let alone implementing it to put to higher productivity by activating the teachers' intrinsic and extrinsic motivation.

Statement of the Problem

The 13,000 teachers employed by Rivers State Government in 2013 is quite significance and commendable because it was timely to bridge the gap of inadequate teachers in the State. However, there were/are managerial defects such as misplacement and negligence of thorough examination of staff academic qualification, unprofessional personnel in the noble profession and lack of execution of teachers' promotion by the Rivers State Government, Rivers State Secondary Schools Board and Rivers State Universal Basic Education Board. Hence, the study investigated the imbalance scorecards in the teaching profession.

Aim and Objectives of the Study

The aim of the study is to assess the imbalance scorecards of teachers employed by Rivers State Secondary Schools Board and Universal Basic Education Board in 2013. While the objectives are to:

1. Examine the effects of staff misplacement and academic qualification on learners in secondary schools and UBE in Rivers State.
2. Ascertain the impacts of staff promotion on learners in secondary schools and UBE in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the effects of staff misplacement and academic qualification on learners in secondary schools and UBE in Rivers State?
2. What are the impacts of staff promotion on learners in secondary schools and UBE in Rivers State?

METHODOLOGY

The study is a descriptive survey design. The design is appropriate because it involved and revolved a description of an already existing phenomenon and also elicits information and collection of data from the respondents (teachers). The population of the study consisted of 13,000 (thirteen thousand) teachers employed; 4,000 for Rivers State Secondary Schools Board (RSSSB) and 9,000 for Rivers State Universal Basic Education Board (RSUBEB).

(Source: Rivers State Ministry of Education, 2018).

The teachers were spread across the 23 Local Government Area of Rivers State, 4% of the population size that constituted 520 of the sample size was used. A simple sampling technique of 120 respondents teachers from Secondary Schools Board while 400 respondents (teachers) from Universal Basic Education Board was taken. Imbalance Scorecard Teachers Questionnaire (ISTQ) was the instrument used to gather data with a modified four point Likert scales that stipulated the following response options; Strongly Agree (SA) = 4 points, Agree (A) = 3 points; Disagree (D) = 2points; Strongly Disagree (SD) = 1Point. The Reliability Coefficient obtained was 0.86.

To determine the criterion mean for scoring the questionnaire, all the points from the alternative responses were added and divided by four (4); for instance, $(4 \times 3 \times 2 \times 1)/4 = 10/4 = 2.5$. Therefore, any mean that is 2.50 and above was accepted while any mean value below 2.50 was rejected.

RESULTS**Research Question 1**

What are the effects of staff misplacement and academic qualifications on learners in secondary schools and UBE in Rivers State?

Table 1: Mean responses on the effects of staff misplacement and academic qualification on learners in secondary schools and UBE in Rivers State.

N=520

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	Total Scores	Mean Responses	Ranks	Remarks
1.	The both Boards succeeded in Staff placement with respect to academic qualifications of teachers.	44 (101)	67 (195)	211 (621)	198 (304)	1,221	2.35	4 th	Rejected
2.	Non-teacher experience teachers were not employed that affect learners' performance.	25 (57)	48 (81)	265 (501)	182 (411)	1,050	2.02	5 th	Rejected
3.	The error that constitutes imbalance scorecards in education still exist in the classrooms (teaching-learning)	191 (770)	187 (412)	76 (200)	66 (179)	1,561	3.00	2 nd	Accepted
4.	A teacher functions effectively in the capacity of his/her noble profession more than non-professional.	185 (609)	172 (523)	82 (139)	81 (128)	1,399	2.69	3 rd	Accepted
5.	With respect to the discipline, some of the teachers employed have no knowledge about lesson plan, teaching methods, and instructional materials in the teaching profession	199 (806)	174 (641)	79 (164)	68 (100)	1,711	3.29	1 st	Accepted

Table 1 above shows the effects of staff misplacement and academic qualification on learners in secondary schools and UBE in Rivers State. The options that both Boards succeeded in staff placement with respect to academic qualifications of teachers and non-teaching experienced teachers were not employed that affect learners' academic performance were rejected with 2.35 and 2.02 respectively. The error that still constitute imbalance scorecard in education exists in the classrooms (teaching-learning) and teachers function effectively in the capacity of his/her noble profession more than non-professionals. With respect to the discipline, some of the teachers employed have no knowledge about lesson plan; teaching methods and instructional material in the teaching profession were accepted with 3.00, 2.69 and 3.29 respectively.

Research Question 2

What are the impacts of staff promotion on learners in secondary schools and UBE in Rivers State?

Table 2: Mean Responses on the impacts of staff promotion on learners in secondary schools and UBE in Rivers State.

N=520

S/N	QUESTIONNAIRE ITEMS	SA	A	SD	D	Total Scores	Mean Responses	Ranks	Remarks
6.	Lack of promotion in both levels and remunerations affect the intrinsic/extrinsic teaching motivation that in turn declined learners' performance.	281 (942)	201 (716)	11 (45)	27 (98)	1,801	3.46	2 nd	Accepted
7.	Not promoting staff is a strong indication of indifference on the part of Rivers State Government or from both Boards.	209 (854)	221 (629)	29 (81)	61 (95)	1,659	3.19	3 rd	Accepted
8.	Implementing promotion is a value prestige in rewarding hardworking even in cash.	255 (960)	243 (788)	5 (56)	17 (98)	1,902	3.66	1 st	Accepted
9.	Promotion is due for two or more years of last promotion, over four years now of employment no promotion in level or in cash in Rivers State.	306 (917)	214 (601)	0 (14)	0 (67)	1,599	3.08	4 th	Accepted
10.	Staff promotion is the only imbalance scorecard in secondary schools and UBE in Rivers State.	46 (39)	50 (66)	214 (654)	210 (401)	1,160	2.23	5 th	Reject

Table 2 above shows the impact of staff promotion on learners in secondary schools and UBE in Rivers State. Lack of promotion in both levels and remunerations effect the intrinsic and extrinsic teaching motivation that in-turn decline learners performance; not promoting staff is a strong indication of indifference on the part of Rivers State Government or from both Boards; while implementing promotion is a value prestige in rewarding hardwork even in cash and promotion is due for two or more years of last promotion, over four years now no promotion in level or in cash in Rivers State were accepted with 3.46, 3.19, 3.66 and 3.06 respectively. On the other hand, staff promotion is the only imbalance scorecard in secondary schools and UBE in Rivers State were rejected with the value 2.23.

DISCUSSION OF FINDINGS

The study revealed that both secondary schools Board and UBEB were not diligent and proactive to the placement in accordance with staff qualifications, the non professional in the discipline, the know-how in teaching methodology, lesson plan and the use of instructional materials become cumbersome to deliver effectively to the learners (Jeremail and Ngbala-Okpabi, 2017).

The sturdiness of the professional development on placement and academic qualification of educators called for societal demands, hence, the expectations and requirements become very high to ensure constant effectiveness on learners but when the reverse is the case the society suffers (Loughran, 2014).

Finally, the findings of the study also revealed that lack of promotion from government and the both Boards (Secondary School Board and UBEB), hardworking not rewarded, no consideration of when promotion supposed to be held and other imbalances in the scorecard secondary schools and UBE in Rivers State have a huge impacts to demotivate teachers from fostering learners academic domains to

excellent academic performance as required. In light of the above, Ige (2012) established that the deteriorated situation in the education sector is being continually threatened by constant indifferent attitude towards teachers' promotion that is not given the school system a healthy feelings caused by the government.

CONCLUSION

Based on the findings of this study, it could be concluded that promotion is very important on the part of teachers in the two Boards. In fact they are due as "a labourer is worthy for his wages". As such special attention should be given to the sector in term of liquidity (cash). Anything in disregard of this, will cause disregard of creativity in the teaching profession by experts and professional staff who should be considered for the noble profession with adequate placement.

RECOMMENDATIONS

Based on the findings of this study, it is recommended as follows:

1. Only certified educational professionals should be allowed to the classroom to create and promote varieties in teaching.
2. There should be an overhaul in the two Boards to place teachers in accordance with required qualifications so as to give rooms to effectiveness and optimal academic performance.
3. To redeem the sector, immediate, proactive, proficient and execution of teachers' promotion should be implemented by the Rivers State Government, Secondary Schools and UBE Boards.
4. A thorough and vivid verification of teachers' documents should be done to calculate the years of overdue promotion without delay in both Boards.

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