



## **Succession Planning and Teachers' Productivity In Public Senior Secondary Schools In Rivers State, Nigeria**

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### **ABSTRACT**

The study investigated succession planning and teachers' productivity in public senior secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted a correlational research design. The population of the study comprised all 203 vice principals in the 258 public senior secondary schools in Rivers State. A sample size of 152 vice principal was used for the study. Two instruments titled "Succession Planning Questionnaire" (SPQ) and "Teachers' Productivity Scale" (TPS) were used for data collection. The reliability coefficient of SPQ was established at 0.75 and TPS was given as 0.78 respectively. Simple regression was used in answering the research question while t-test associated with simple regression was used in testing the null hypotheses at 0.05 alpha level. It was discovered that succession planning predicts 30.2% to teachers' productivity. It was concluded that succession planning significantly predicts to teachers' productivity in public senior secondary schools in Rivers State. In view of this, it was therefore recommended that school administrators should adopt management tools that would help develop leadership qualities and competencies in the teachers for seamless leadership transition for the sustenance of organization or school success.

**Keywords:** succession planning, productivity, teachers, schools

### **INTRODUCTION**

Teachers are critical inputs in the educational system. The teacher is at the center of all educational enterprises. The teacher plays significant roles for the functionality and viability of the school system. The teacher interprets and implements the content of the curriculum to the benefit of the learner and betterment of society. Therefore, for the attainment of school goals and educational objectives, the teacher must be intellectually promising, morally sound, psychologically or emotionally stable, qualified and passionately attached to the teaching profession.

This however, emphasizes the need for government and school administrators to pay serious attention to teachers' recruitment, training and retraining, not forgetting motivation so as to get the best out of them in terms of optimal utilization of time, instruction and materials resources available to the teacher for maximum job performance.

Teachers no doubt, are central to the educational system. Asiabaka and Emenalo (2011) describe the teacher as:

The human catalyst who intentionally influences the interaction among the teacher, the learner and the environment of the learner by restructuring the environment of the learner in such a way that the learner will acquire desired knowledge, skills and attitudes and meaningfully contribute to the development of humanity at an appropriate time (p. 93).

Little wonder, Achimugu (2005) perceive the teachers as the fulcrum on which the lever of educational system rests. Thomas in Okeke (2004) views the word “teacher” as all those persons in schools who are responsible for the education of pupils. In the words of Nwakougha (2014)

The teacher is so fundamental that he is at the centre of all reforms and innovations with corresponding financial backings which can translate to nothing if teachers who are the implementers and drivers of the policies in the education industry are not in adequate supply, committed and dedicated (p.15).

This explains why Okeke (2004) stated unequivocally that no nation can rise above the quality of its teachers. Therefore, for the nation’s education system to achieve its objectives then the teaching force must remain productive and this cannot be compromised. The complex and tasking nature of a teacher’s job goes beyond mere teaching in the classroom but also includes; classroom management, student discipline, guidance and counseling, supervising and organizing school functions, extra and intra-curricular activities etc. In this way he will be inculcating in the student all round learning and sound training for better moral and academic excellence.

Therefore, in the researcher’s opinion, the teacher can be viewed as one who consciously and in a systematic manner painstakingly equips the learner with appropriate knowledge, skills and attitudes that would help him or her in the long run not only to fit in the society and be useful to self but also to actualize desired aspiration optimally. Therefore, teachers’ ability to succeed in their assignment demands on-the-job training as this would equip and empower them with useful knowledge, skills and ability for greater efficiency and effectiveness.

On the other hand, productivity is the input-output ratio within a time period with due consideration for quality. The greatest opportunity for increasing productivity is surely to be found in knowledge work itself, and especially in management capacity. Productivity implies effectiveness and efficiency in individual and organizational performance. Where effectiveness is the achievement of objectives, efficiency is the achievement of the ends with the least amount of resources. In this wise, productivity is concerned with the efficiency and effectiveness of getting things done optimally with the most minimal cost and time (Wehrich & Koontz, 1994).

In the school system, teachers’ productivity may be measured in terms of teacher’s performance. Teachers’ productivity is the ratio of output produced by the teachers; here the output refers to the quality of the students produced or turned out on yearly basis (Musibau & Adigun, 2010). Teachers’ productivity level may also be evaluated in terms of what the teachers control and actually do in the classroom such as effective teaching, classroom management and performance (Dunkin, 1997).

Also, Owoye in Kennedy (2016) asserted that variables of teacher’s productivity such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students’ work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, teachers’ performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers’ commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students’ work, motivation, class control and disciplinary ability of the teachers.

Succession planning is long-term and systemic. Rothwell (2010) defined succession planning as ensuring leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future and to also encourage individuals. In other words, succession planning encourages leaders to review the demands of the organization by identifying and providing solid developmental experiences for employees for high performance.

Collins in Osibanjo, Abiodun and Obamiro (2011) defines succession planning as “a process that can provide seamless leadership transition across the organization”. Similarly, Leibman, Bruer and Maki (1996) views succession planning “as the deliberate and systematic effort made by an organization to

identify, develop, and retain individuals with a range of leadership competencies which are capable of implementing current and future organizational policies for the actualization of set goals” (p.22). It is also a strategic approach that aligns organizational thinking, the external environment and development to the needs of individuals within the organization for increased productivity.

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 (Leibman, Bruer & Maki, 1996).

According to Rothwell (1994) succession planning is formalized, when human resource planning process becomes more comprehensive for all staff to access development and training plans for the success of the organization. In their contributions, Friedman, Hatch and Walker (1998) stated that succession planning should be based on agreed principles, provide a breadth of experiences critical to leadership, and to be active at all levels of the organization. This view supports the fact that organizational success to an extent is dependent on human resource practices that support the recruitment, development, and retention of appropriate leadership personnel for the attainment of set organizational goals and objectives. They then concluded that succession planning includes policies and processes for recruitment, development, and retention of staff.

#### **Staff Recruitment**

Recruitment involves more than just the selection processes. The recruitment aspects of succession planning also need to include processes and policies to attract the highest quality applicants, selecting processes, and induction of the new employee into the organization for optimum result.

#### **Staff Development**

Development opportunities are being provided to ensure that leaders continue to develop the leadership capabilities that will be required to meet current and future organizational goals. It is also considered to be an essential element of succession plans. Career development ensures a match between the career plans, interests and capabilities of individual employees and specific organizational opportunities. This however, is not only the responsibility of the organization but also the individual employee. (Friedman, Hatch, & Walker, 1998). However, it is not only the responsibility of the organization; it is the dual responsibility of both the organization and the individual employee. From the organization’s perspective, Career development processes need to provide the opportunities to develop the leadership capabilities of potential leaders (Leibman, Bruer & Maki, 1996).

#### **Staff Retention**

Teacher Retention focuses on how factors such as school characteristics and teacher demographics affect whether teachers would stay in their schools, move to different schools, or leave the profession before retirement. This emphasize the need for school administrators to adopt and implement motivational strategies that would create and enhance a conducive teaching and learning environment for teachers’ full participation in school activities and also increase their level of commitment and professionalism on the job. In this wise, teachers’ attrition rate will reduce drastically for optimal productivity for the attainment of school goals.

This however, confirm the views of Taylor in Osibanjo, Abiodun and Obamiro (2011) when he identifies three types of planning that is aimed at achieving practical goals and objectives of organization as; Micro-planning which deals with forecasting supply and demand for specific groups, Contingency planning that covers the situation where possible scenarios are examined and the implications assessed before major decisions are taken and Succession planning that is primarily focus on manpower planning activity such as recruitment, development and retention of employees in order to fill managerial and top positions for the actualization of organizational goals.

**Aim and Objective of the Study**

The aim of this study is to determine the extent succession planning predicts teachers’ productivity in public senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. investigate the extent succession planning predict teachers’ productivity in public senior secondary schools in Rivers State.

**Research Question**

This research question guided the study:

1. To what extent does succession planning predict teachers’ productivity in public senior secondary schools in Rivers State?

**Hypothesis**

The null hypothesis was tested at 0.05 alpha level.

HO<sub>1</sub>: Succession planning does not significantly predict teachers’ productivity in public senior secondary schools in Rivers State.

**METHODOLOGY**

The study adopted a correlational research design. The population of the study comprised all 203 vice principals in the 258 public senior secondary schools in Rivers State. The sample size of the study is consisted of 152 vice principals composed using stratified sampling technique. Two self designed instruments “Succession Planning Questionnaire” (SPQ) and “Teachers’ Productivity Scale” (TPS). The instruments were structured in line with the four point modified Likert type response of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The SPQ has 10 items and TPS have 20 items each respectively. The instruments were validated by experts in departments of Educational Management and Measurement and Evaluation respectively. The Cronbach alpha reliability estimate of succession planning Questionnaire (SPQ) was given at 0.78 while the reliability estimate of TPS was given at 0.78 to guarantee the use of the instrument for the study. The researcher with the help of two trained research assistants administered the questionnaires and out of which only 133 copies were retrieved representing 88% retrieval rate. Simple regression was used to answer the research question while t-test associated with simple regression was used to test the null hypothesis at a probability level of 0.05.

**RESULT**

**Research Question One:** *To what extent does succession planning predict teachers’ productivity in public senior secondary schools in Rivers State, Nigeria?*

**4.1a: Simple regression analysis on the extent succession planning predicts to teachers’ productivity in public senior secondary schools in Rivers State.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550 <sup>a</sup>	.302	.297	7.65

Table 4.1a revealed that the computed regression coefficient R is .550 while the squared regression value was computed to be .302. This implies that succession planning predicts teachers’ productivity by 30.2% as indicated by the coefficient of determinism. Therefore, the remaining 69.8% is predicted for by other factors.

**Hypothesis One:** Succession planning does not significantly predict teachers’ productivity in public senior secondary schools in Rivers State, Nigeria.

**Table 4.1b: T-test associated with simple regression analysis on the extent succession planning relates to teachers' productivity in public senior secondary schools in Rivers State.**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	40.639	2.756		14.748	.000
Succession planning	.767	.102	.550	7.531	.000

Table 4.1b revealed that standardized beta coefficient is .550. The t-calculated value of 7.531 associated with linear regression is statistically significant at .000 when subjected to .05 alpha level. Therefore, the null hypothesis is rejected. By implication, succession planning significantly predicts teachers' productivity in public senior secondary schools in Rivers State, Nigeria.

### DISCUSSION OF FINDING

Finding showed that succession planning predict 30.2% to teachers' productivity in public senior secondary schools in Rivers State while 69.8% is accounted for by some other factors. The hypothesis shows that succession planning significantly predicts teachers' productivity in public senior secondary schools in Rivers State. This is in agreement with Leibman, Bruer and Maki (1996) when they asserted that succession planning is a deliberate and systematic effort made by organizations in identifying, developing and retaining individuals with wide range of leadership competencies which are capable of implementing current and future organizational policies for the actualization of set goals.

### CONCLUSION

Based on the finding of this study, it was concluded that succession planning significantly predicts 30.2% to teachers' productivity in public senior secondary schools in Rivers State, Nigeria.

### RECOMMENDATIONS

Based on the findings and conclusion of this study, the researcher therefore recommends that:

- 1). School administrators should adopt management tool that would help develop leadership qualities and competencies in the teachers for seamless leadership transition for the sustenance of organization or school success.
- 2). School administrators should ensure that policies that would reduce teachers' attrition rate but increase their level of commitment and professionalism are pursued vigorously for the overall benefit and success of the school.

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