Assessment of the Effect of Transactional Psychological Contract on Turnover Intention of Primary School Teachers in Ajingi and Tarauni Local Government Education Authorities of Kano State

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Abstract

The study assessed the effect of psychological contract on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State. The study aimed at examining the effect of transactional psychological contract on turnover intention of primary school teachers in Ajingi and Tarauni LGEAs of Kano State. Data for the study were generated from primary and secondary sources. The instrument of the primary' data collection used was questionnaire while secondary sources made use of reports, gazettes, research theses and dissertations. Data were analysed using descriptive and inferential statistical tools. Questionnaires were distributed on a sample of 322 respondents selected from 2,080 population of the study through a Cluster and simple random sampling techniques to lest the hypothesis i.e. transactional psychological contract has no significant effect on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State. Partial Least Squares (PLS) path modeling using the smartPLS3 statistical software revealed that, transactional psychological contract has a significant negative effect on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State. It was recommended among other things that, Kano State government should give priority to fulfillment of primary school teachers' transactional psychological contract through provision

of stable wages and equate primary school teachers with the other workers in the State in terms of annual increment and general salary review in the State.

Keywords: *Transactional psychological contract, Turnover intention, Primary school teachers.*

Introduction:

The relationship between an organisation and its employees is an exchange relationship bounded by contractual agreements. However, a written contract alone is not sufficient to cover the gamut of relationships in organisation. Two major types of job agreements are used in organisation, these agreements are arranged in the form of formal and psychological contracts. A formal contract is a written agreement regarding various terms and conditions of employment and work which is discussed and signed when an employee is recruited into an organisation. The formal contract covers the required behaviours that the organisation expects from its employees and how it treats them and the agreement may be modified and changed periodically during the employee's tenure. This kind of contract usually describes specific working conditions such as the term of employment, compensation, rules, and regulations, etc. (Jackson & Schuler, 2003). A breach of the formal contract can result in charges in the court system.

A psychological contract is a set of beliefs held by an individual employee about the terms of the exchange agreement between the employee and his/her organisation (Rousseau, 1989) and an exchange concept providing a broad explanatory framework for understanding employee-organisation linkages (Argyris, 1960; Schein, 1980). This implies that the individual has a variety of expectations of the organisation and that the organisation has a variety of expectations of him (Armstrong, 2014). These expectations not only cover how much work is to be performed for how much pay, but also involve the whole pattern of rights, privileges, and obligations between workers and organisations. Accordingly, expectations such as these are not written into a formal agreement between employees and organisations, yet they operate powerfully as determinants of behaviour (Denisi & Griffin, 2005; Gabriel & Jonathan, 2012). These beliefs are predicated on the perception that a promise has been made (of employment or career opportunities) and a consideration offered in exchange for it (accepting a position, foregoing other job offers), binding the parties to some set of reciprocal obligations (Rousseau & Tijoriwala, 1998).

Psychological contracts can be mainly classified into Transactional, Relational, and Balanced contracts (Brande, Jansen, Sels, & Overlaet, 2002; Umar, 2016).

Transactional Contract is the type of contract which contains terms of exchange given in monetary value. For example, employees may expect a bonus when they have achieved more than their expected target.

In the teaching profession, a psychological contracts are the expectations the teacher and the school have of each other that are implied i.e. not expressed in writing, but are treated as if they were mutually agreed upon. There are certain demands that the school makes of the teacher that must be met if the teacher is to remain a member of the school. There are also certain minimal conditions that the teacher requires of the school and its administration. These conditions must be met, or the teacher will leave the school's employment. There are expectations that teachers have of their co-workers. Some expectations are demanded by the group of the individual. Some expectations are demanded by the individual of the group. Therefore, fulfilling the teacher expectation is expected to provide job satisfaction to the teacher and reduces the intention to leave the employer organisation.

Turnover intention or intention to leave is an individual desire or willingness to quit or leave an employer organisation. It is not just intending to quit the location, but the work role, the job, and also the organisation (Price, 2001). Turnover intention is one of the major determinants of turnover behaviour (quitting behaviour). Therefore, employees nurture turnover intention and if this is not checked, it might result in a high loss of employees (employees' turnover). Loss of employees or employees' turnover can cause psychological distress, reduce productivity, quality of service, and increase recruitment cost (Powell & York, 1992; Mustapha & Mourad, 2007).

However, due to the inconsistency of findings and inadequacy of available studies that examined transactional psychological contract and turnover intention in the literature of human resources and the importance attached to reducing the turnover intention rate among primary school teachers, this study, therefore, examined the effect of transactional psychological contract on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State.

Statements of Research Problem, Research Questions and Hypothesis:

Primary education could be referred to as the foundation upon which other subsequent levels of educational pursuit could effectively be built as such it

deserves the serious attention of not only government but academicians, parents, and all others who desire societal progress. The National Policy on Education (2004) spelled out one of the aims and objectives of primary education as thus: ''Training of the mind of children in the understanding of the world around them as well as the acquisition of the appropriate skills, abilities, competencies, both mental and physical as an equipment of the development of the Nigeria Society.'' However, one of the major problems of the Nigeria education system is the failure or inability of the State to ensure an adequate supply of qualified teachers to all publicly owned primary schools in the country (Adegbesan, & Gbadamosi, 2009) and adequately meet the psychological being of teachers as the adage has it that, teachers' rewards are in the heaven is testimony that, teachers expectations are not met by their employers. In fact, researches have proved that there is persistent high job dissatisfaction among teachers and labour turnover in Nigeria and other parts of the world.

The trend in the rate of turnover among primary school teachers in Kano state has reached its peak especially in recent years. For instance, the rate of teachers' turnover throughout the 44 LGEAs of the State Universal Education Board Kano (SUBEB) among teachers in the State has reached an average of 18% from 2011 to 2016 (Umar, 2018) A survey of some LGEAs show that the rate of turnover among teachers has reached 30%, 32%, and 25% respectively. This has called for a need to investigate the menace in the State to proffer possible solutions to the problem. This can be achieved through an indebt study of behavioural and attitudinal factors of the interrelationship between the employer of teachers and the teachers with a view of identifying the incidence of breach or violation of such perceived contractual agreements leading to job dissatisfaction among primary school teachers which may invariably lead to intention to quit teaching profession either by joining other organisations or venturing into a more rewarding engagements like politics, farming, trading, and other ventures.

Currently, the Board was short-staffed and requires over 12,000 teaching staff (SUBEB, 2020) Ajingi and Tarauni are not exception. Most primary schools in the rural areas are left with two teaching staff i.e. the Head Teacher and an Arabic teacher to man the overcrowded classrooms in their schools. Therefore, this acquits shortage of teachers calls for an absolute and immediate need to carry out this research that is hoped to bring a better working condition, ensure psychologically satisfied teachers to salvage it from gradual monumental decay.

In view of the above stated problem, the central question to ask is to what extent does transactional psychological contract affects turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State? It is the objective of this study to examine the effect of transactional psychological contract on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State. However to achieve this the study hypothesised that, transactional psychological contract has no significant effect on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State.

Conceptual Issues:

Transactional Psychological contract

Transactional psychological contract (TPC) implies a purely instrumental exchange relationship between employees and employers, i.e. services in exchange for compensation which serves short-term employer needs (Hallier & James, 1997). According to Rousseau (1995), transactional psychological contract terms are exemplified by a fair day's work for a fair day's pay, focusing on short-term and monetisable exchanges. Typically, transactional contracts are based on pay as a primary incentive with employees working relatively few hours and/or having a low level of emotional investment. TPC work within a close-ended time frame involving seasonal employment or two to three years in a particular job at most. Work duties and working conditions are well specified, with any change requiring a renegotiation of the contract. Transactional contracts tend to require the use of existing skills therefore not obligating the employer to provide extensive development.

It is safe to argue that, transactional psychological contracts are self-interested, based on balanced reciprocity norms, concrete, and are often carefully monitored by both sides. As part of the exchange, the organisation provides adequate compensation, a safe working environment, and reasonable short-term guarantees of employment in exchange for the employee's fulfillment of narrow, specified role responsibilities. According to Herriot and Pemberton (1996), TPC can be continued, renegotiated, adjusted unilaterally, or exited. The breach of a transactional contract can be seen as relatively straightforward as it is usually clear whether or not an organization has fulfilled its obligations with regard to economic and other tangible inducements. It is generally agreed that violation of economic obligations will tend to result in an exit where this is a feasible option,

where exit is readily not available, the workers can develop and nurture counter productive work attitude which may deter the achievement of organisational set objectives.

However, Rousseau, (2000) in his later study, summed up the TPC to involve narrow and short-term obligations from both the employer and the employee side. Narrow obligations are those that, the employee is obligated to perform only a fixed or limited set of duties, to do only what he or she is paid to do. While the employer has committed to offering the worker only limited involvement in the organisation, little or no training, or other employee development. Obligations are termed short-term where the employee has no obligations to remain with the organisation; committed to work only for a limited time, the employer offers employment for only a specific or limited time and is not obligated to future commitments.

Concept of Turnover Intention

Turnover intention is an individual's estimation of the probability that they will leave an employing organisation. In defining turnover intention, Bester, (2012) noted that turnover intention is seldom precisely defined on the assumption that people perceive the term to be self-explanatory. Bester, (2012) further argued that many researchers (Horn, Griffeth & Salaro, 1984; Mowday, Steers, & Porter, 1979) viewed turnover intention as the final step in the decision-making process before a person actually leaves a workplace. Turnover intention can, therefore, be described as an individual's behavioural intention or conation. Lacity, Lyer, and Rudramuniyaiah, (2008) defined turnover intention as the extent to which an employee plans to leave the organisation. Tett and Meyer, (1993) also perceived turnover intention as the employee's conscious and deliberate willfulness to leave the organisation.

The term turnover is defined by Price (2006) as, "the ratio of the number of organisational members who have left during the period being considered divided by the average number of people in that organisation during the period". Labour turnover is also the flow of manpower into and out of an organisation. The inflow of manpower is referred to as accession and the outflow is separation (leaving). Separation may be in the form of quits, discharges, lay-offs, retirement, leaves of absence, and even death. Accession, on the other hand, has to do with replacements and new hires. Labour turnover is one of the unorganized forms of industrial conflict. It is a retreat by employees usually from unsatisfactory

situations. Satisfaction is however only a part of the answer to the problem of labour turnover (Ibrahim, Usman & Bagudu, 2013). Turnover can be permanent when employees leave the employment institution, or it can be characterised by horizontal mobility when employees seek and accept transfers to other departments (Kirpal, 2004). Tett and Meyer (1993) referred to turnover as the last in a sequence of withdrawal cognitions (identity exit).

Mobley (1982) considered intention to leave as part of a sequence in the psychological withdrawal of an employee from the job process. Scholars have argued that generally most employers do not pay serious attention to this concept, but rather dealing with the actual turnover, which is a manifestation of the intention to leave (Willard, (2013). In addition, it is difficult to gain access to people who have already left to determine why they really quit, thus making the study of intention to quit more appropriate than actual turnover, furthermore, employees who are thinking of quitting may still be persuaded to stay yet it is too late to change the work environment for those who have already left employment. According to Chiboiwa, et al., (2010), it is prudent to study the turnover intention of employees and take remedial action in time instead of addressing it after the employees have already left the organisation. From the employers' perspective, once an employee has quit, there is little the employer can do except assume the expense of hiring and training another employee.

To sum it up, teacher turnover has an effect on schools, students, and the educational system. In fact, turnover contributes to teacher shortages and teacher employers often respond by hiring inexperienced or unqualified teachers, increasing class sizes, or cutting class offerings, all of which impact student learning. Both teacher inexperience and rates of turnover negatively impact student learning, which means that students in schools with high turnover and few experienced teachers are at a decided educational disadvantage.

Theoretical Framework:

The theoretical framework for this study is the Social Exchange Theory (SET) by Homans (1958). Homans based his theory on concepts of equilibration, expectancy, and distributive justice in dyadic exchange.

Homans (1961) states that social behaviour is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige.

Persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to a balance in the exchanges. For a person in an exchange, what he gives may be a cost to him, just as what he gets may be a reward and his behaviour changes less as the difference of the two profits, tends to a maximum.

SET is based on five key propositions developed by Homans (1958) that assist in structuring individuals' behaviours based on rewards and costs. This set of theoretical ideas represents the core of his version of social exchange theory:

(i) The first proposition: The Success Proposition states that behaviour that creates positive outcomes is likely to be repeated.
(ii) The second proposition: The Stimulus Proposition believes that if an individual's behaviour is rewarded in the past, the individual will continue the previous behaviour.
(iii) The third proposition: The Value proposition believes that if the result of a behavioural action is considered valuable to the individual, it is more likely for that behaviour to occur.
(iv) The fourth proposition: The Deprivation-satiation proposition believes that if an individual has received the same reward several times, the value of that reward will diminish.
(v) The fifth proposition discusses when emotions occur due to different reward situations. Those who receive more than they expect or do not receive anticipated punishment will be happy and will behave approvingly.

The social exchange theory can be used to understand workplace behaviour. It suggests that breach of psychological contract is a major employment relation that leads to emotional or affective response by an employee which is expected to predict employee turnover intentions.

Looking at these major assumptions of social behaviour as a series of exchanges; Individuals attempt to maximise their rewards and minimise their costs; and when individuals receive rewards from others, they feel obligated to reciprocate. Negotiated exchanges between parties i.e. the employee and the employer is based on the expectations that inputs will lead to a proportionate outcome, and that, social relations (employment relationships) are formed by the use of subjective cost-benefit analysis and the evaluation of alternatives. Therefore, the SET laid the basic foundation for understanding the transactional psychological

contract. When individuals receive the fulfillment of their psychological contract from their organization, they feel obliged to respond in kind and repay the organisation. This is a description of engagement as a two-way relationship between the employer and employee; this is what brings about a psychological contract. One way for individuals to repay their organisation is through their level of engagement. The more engaged the employees are to their work, the greater amounts of cognitive, emotional, and physical resources they will devote to perform their job duties. When the organisation fails to provide economic resources, the employees are more likely to be dissatisfied with their job and hence develop an intention to withdraw and disengage themselves from their roles or the organisation.

Furthermore, social exchange in the workplace assumes mutual obligation based on exchanges between parties (primary school teachers and their organisation). The exchanges at work are often governed by reciprocity norms such that when primary school teachers receive something from their organisation, they feel compelled to reciprocate, typically in kind (i.e., positively or negatively). For instance, SET assumes that rewards and costs drives relationship decisions. Parties in an employment relationship take responsibility for one another and depend on each other. The cost is something of value that is given up; it can also be the withdrawal of a reward or punishment such as time, efforts, money, etc that a party gives up in exchange for rewards which is termed as profit (money, services, efforts, etc) this is more of the transactional psychological contract.

Employees expect rewards that they receive in exchange for their contributions (e.g., compensation, promotions, and career development opportunities, annual increment). If an imbalance between inputs (efforts) and outcomes occurs, individuals are likely to reduce the discrepancy by adjusting their attitudes, contributions, or outcomes to restore the balance between the two ratios. This means that an employee's effort in the organisation should be commensurate with the expectation he has from the employer otherwise it will lead to unmet expectation which leads to turnover intention.

Methodology:

A cross-sectional survey research design was used to collect data once at a time from respondents through questionnaires to meet the research objectives. A cross-Sectional survey design is economical and it does not take a longer time to collect

data from the respondents. It is also the most common research design used in various studies in human resource management most especially psychological contract and turnover (Rousseau, 2000 and 2004; Lee, 2013; Antoki & Trivellas, 2014; Umar, 2016).

The target population is the primary school teachers from the two selected local government education authorities i.e. Ajingi and Tarauni local government education authorities of Kano State, Nigeria. Ajingi LGEA has 787 teaching and non-teaching staff where there were 507 primary school teachers (Ajingi LGEA Personnel Management Department, 2020) while Tarauni LGEA has a population of 1998 total staff with 1580 number of primary school teachers (Tarauni LGEA Personnel Management department, 2020).

The sample size for this study was determined using Krejcie and Morgan's (1970) table which greatly simplified the process of sample size determination. According to this table, the sample size for a given population of 2080 has a size of 322.

Measurement of Turnover Intention: The turnover intentions scale was developed as part of the Michigan Organization Assessment Questionnaire (Cammann, Fichman, Jenkins, & Klesh, 1979). However, Ncede (2013) adapted the scale with a four scale. Therefore, in this study, the turnover intention was measured using a questionnaire adapted from Ncede, (2013) where four items were used to measure turnover intention. First, the intention of leaving the job in the next three months, intention of leaving the job in the next six months, intention of leaving the job sometime in the next year, and intention of leaving the job in the next two years. The respondents were asked to rate their turnover intention using the scale of Very Low, Low, Uncertain, High, and Definite. Ncede (2013) obtained the value of a Reliability statistic for turnover intention with the Cronbach's Alpha 0.924 for the 4 items. Therefore, the study adopted the four items from Ncede, (2013) of turnover intention to measure the construct. Turnover Intention has a Cronbach's Alpha of 0.818 and convergent validity of 0.879 as presented in table 5 under the discussions.

Measurement of Transactional Psychological Contract: The transactional psychological contract is measured from two dimensions of short-term and narrow obligations from both the employee and the employer perspectives. From the employee and the employer's term obligations, there are five sets of items

each while the narrow obligations have five items from the employee side with another five-set of questions from the employer's narrow obligations. Transactional Psychological Contract has internal consistency reliability that is Cronbach's Alpha reliability of 0.896 and convergent validity of 0.915 respectively which is above the rule of thumb 0.70 as presented under table 5 of this paper. The analysis was carried out using Smart PLS3 analysis.

Results and Discussions:

Data collected were presented and analysed. The analyses of the measurement model through construct validity and internal consistency reliability analysis of measures used were presented and the structural model for testing direct relationships between TPC and TI was carried out using the Smart PLS3 approach. 322 questionnaires were administered to sample respondents, 300 questionnaires were successfully filled and returned making a 93% response rate which falls above the range of common response rate of 40-50% in social science study in Nigeria (Linus, 2001), in addition, a response rate of 30% is considered adequate for a survey (Sekaran, 2003; Hair et al., 2010).

Normality Test

Normality is the mainly significant postulation in multivariate analysis (Tabachnick & Fidell, 2007; Hair et al., 2010). Accordingly, all the two; the univariate and multivariate normality were examined. The preliminary test of normality reveals that there was a sign of non-normality, which was revealed by calculating the Z-score values for each item. A few cases had a Z- the value of more than ±2 and broaden above the variables. Subsequently, after the transformation, the Skewness and Kurtosis of all the items are within the acceptable range of < 2 and < 7 respectively. For instance, skewness values are less than 2; similarly, the kurtosis values, are less than 7. Perhaps this is in line with the examination of Tabachnick and Fidell, (2007) that data transformation improves outcome, and that normality should be re-checked after normalization.

Knowing that the homoscedasticity test is related to the assumption of normality, if the data is fairly normal, then the relationships between the variables are assumed to be homoscedastic and, thus, heteroscedasticity is absent (Tabachnick, & Fidell, 2007). Both the multivariate and univariate normality is confirmed in this study, which enables us to conclude that the assumptions of homoscedasticity, and, the absence of heteroscedasticity are achieved.

Multicollinearity

Multicollinearity is a dilemma that happens when the independents' variables are extremely interrelated to as high as 0.9 and above (Tabachnick & Fidell, 2007). If the multicollinearity problem is detected, it can be resolved by deleting the offending variables(s). To screen for multicollinearity, Variance Inflation Factor (VIF) was examined. The general rule of the cut-off points is that the VIF values should not exceed 5 (Hair et al., 2016). From Table 3 VIF is within the accepted limits and, thus, is good enough and consequently, it is concluded that there is no multicollinearity problem among the exogenous variables.

Table 2 ***Collinearity (VIF)***

Constructs	VIF
TO_INT	2.524
Tran-Psy_Cont	3.021

Source: SPSS Output, 2021

From the table 2, it is evident that none of the variables are extremely interrelated with any other variables. For instance, among the variables all the association values are fit below the yardstick of 0.5, therefore, the study concludes that there is no dilemma of multicollinearity among the variables under examination.

Assessment Model:

The study used PLS structural equation modeling (SEM) to calculate approximately its theoretical model using the software application SmartPLS 3 (Hair, Ringle, & Sarstedt, 2017). In PLS analysis, the first step is to evaluate the measurement model consisting of validity and reliability (Ramayah, Lee, & In, 2011). Reliability test tries to assess how consistently measuring tools measures the idea believed to measure, on the other hand, validity tests tries to assess how sound an instrument measures an exacting concept it is designed to measure (Hair et al, 2010; Sekaran & Bougie, 2010).

Furthermore, the outer model is evaluated by the particular item internal consistency reliability, construct internal consistency reliability, and construct validity. The reliability, convergent, and discriminant validity of the instruments were assessed using the methods developed for a PLS context by both Fornell and Larcker (1981) and heterotraits-monotraits. In PLS analysis, the projecting power of an individual model is evaluated by the R squared (R2) figures of the endogenous constructs or latent variables, as well as ascertaining the standard

path coefficient for each association from exogenous variables to endogenous variables. The R2 values signify the sum of variance in the construct that is explained by the model (Hair et al, 2013).

The dependent variable is the turnover intention and has a total of 4 indicators, while the independent variable transactional psychological contract with 20 indicators.

Table 3 Measurement Model: Reliability and Convergent Validity

Construct	Items	Loadings	CA	CR	AVE
Tran Psy Cont	EMPN_4	0.608	0.896	0.915	0.519
	EMPN_5	0.64			
	EMPST_1	0.75			
	EMPST_2	0.709			
	EMPST_3	0.76			
	EMPST_4	0.688			
	EST_1	0.838			
	EST_2	0.733			
	EST_3	0.69			
	EST_5	0.762			
Turn-In	TO_INT1	0.836	0.818	0.879	0.646
	TO_INT2	0.821			
	TO_INT3	0.761			
	TO_INT4	0.795			

Source: Smart PLS computed Output 2021

As can be seen from Table 6 the indicators have loadings of 0.50 and above. Therefore, based on the criterion given by (Hair *et al.* 2014; Ab Hamid *et al.* 2017), all the remaining items are reliable to measure their respective reflective latent constructs.

Assessment of the Structural Model

Under the structural model, the study tested the hypothesis of the study, determined the coefficient of determination, effect size, and the predictive relevance of the model Specifically, a standard bootstrapping procedure was employed using several 5000 bootstrap samples for 322 cases to assess the significance of the path coefficients of direct relationships (Hair *et al.*, 2014;

2017) this is to empirically examine the direct relationships between independent variable (TPC) and the dependent variable (TI). The null hypothesis states that, there is no significant relationship between transactional psychological contract and the turnover intention among primary school teachers in Ajingi and Tarauni LGEAs of Kano State.

The results of the test of hypothesis shows that transactional psychological contract has significant negative effect on turnover intention among primary school teachers Ajingi and Tarauni LGEAs of Kano State with Beta value = -0.529 t-value = 2.251 & p-value =0.025.

The result disclosed that, the transactional psychological contract has significant and negative effect on turnover intention among primary school teachers in Ajingi and Tarauni LGEAs in Kano State and a unit increase in transactional psychological contract lead to reduction in turnover intention by -0.529. This result is inconsistent with the findings of Umar, (2016) whose findings revealed that transactional psychological contract has no significant influence on employee turnover intention in the Nigerian deposit money banks. Also, the result is inconsistent with Aykan, (2014)'s study which found that a relationship was not observed between transactional contracts and turnover intention. However, the finding is consistent with the existing works of literature which proved that psychological contract has negative consequences for both individuals and organisations, as it heightened employees' turnover intention (Robinson & Rousseau, 1994; Turnley & Feldman, 2000; Tekleab & Taylor, 2003; Raja et al., 2004).

Conclusion and Recommendations

Transactional psychological contract was proved to have significant and negative effect on turnover intention among primary school teachers in Kano State, this implies that, it plays a very important role in enhancing employee-employer relationships. In view of the above therefore, it is recommended that, Kano State government should make efforts to provide favourable working environment for primary school teachers in the State by giving priority in the provision of stable wages, equate primary school teachers with the other workers in the State in terms of annual increment in salaries, and general salary review in the State. Furthermore, primary school teachers should be given more opportunities for advancement and promotion. This could be done by ensuring that, the previous years' promotion backlogs were settled and making proper provision for teachers'

promotion and advancement in the LGEAs' and SUBEB's annual appropriation, and putting control measures to ensure effective compliance by the authorities concerned. In addition,

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