

# The Process of Staff Promotion in Relation to Salary or Wages Upgrade in the Public Sector Institutions: Local Government Service VS Ghana Education Service Policy Statements

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## Abstract

Two sets of questionnaires were designed for experts and working staff of the case study totaling 100 elements as the target. In this study, 81 questionnaires in all were answered and returned, which were used for analysis and conclusions. Out of this, 35 elements were targeted from experts group whereas 65 elements were targeted from the non-random sampling of employees. The questionnaires were sorted as 26 answered questionnaires from the experts whereas 55 questionnaires were obtained by quota sampling (non-random) from employees as the actual responds received. As the main objective of this paper was to gather and point out the best staff promotion policy statements and procedures to enhance employers, professionals, and practitioners for future adoption. First of all, the research findings shows that the number of years that a staff will work before being promoted is not significant in the promotion process because of other factors that may be considered within such period of work.

Also, the findings showed that the number of times that a person can be or should be promoted in an organization is not significant as it depends on other factors and activities that may play a part in determining how often a person is promoted. The results obtained from the cases indicated in the hypothesis that if a staff obtains a high qualification during employment is not a guarantee for promotion.

The study also showed that staff promotion as a policy does not mean that staff will climb the organizational ladder or hierarchy automatically. It means that a lot more work is taken into account once an employee is employed by helping to solve the organizational challenges for the achievement of organizational goals and objectives. Therefore, staff promotion is the advancement of an employees' rank or position in an organizational hierarchical system (Goblar et al., 2002; Tuwei et al., 2013). The following are the attributes or factors to be considered in staff promotion – experience and knowledge gained on-the-job, qualification, leadership skills, can do ability, good interpersonal relations, commitment to deliver/hard work, and punctuality but not job enrichment, job enlargement, whom you know, who knows you, and friendship, etc. This is what the research findings showed.

Since this paper used several research methodologies, its findings concludes that staff promotion of an organization must be in line with the general long term budgets estimates and allocations in order to apply promotion processes and procedures appropriately, efficiently, and effectively. From the research as seen in the hypothesis indicates that, if a member of staff obtained further qualification in the course of employment does not serve as a guarantee for promotion.

**Keywords:** staff promotion, factors, salary upgrade, qualification, knowledge, policy, grade level, position, human resource

## 1. Introduction

Promotion is a word subject to several definitions but for the purposes of this study it simply refers to staff promotion as entrenched in employees' terms and conditions of service and work. Staff promotion in the public sector of Ghana these days is worrisome as it is reported in many different platforms and media that the country is straggling to manage its purse in terms of salaries and wages payments, which leads to the bloating of the

Government Wage Bill. The reports have always been about staff payment problems that also have to do with ghost names in the payroll register. Due to these issues, the government of Ghana has introduced a Ghana Integrated Financial Management Information System (GIFMIS) system to control some of these problems.

Ironically, the main challenge is to exam the structure or classes of employees roles and responsibilities whether it has impact on the government wage bill due to the way the structure and systems of recruiting and motivation of employees are in the conditions of services policy. The major public sector institutions that can be used to determine proper findings and analysis are the Local Government Service and the Ghana Education Service. They have a system that has to do with staff promotion and salary or wages upgrade.

### 1.1 Purpose

The main purpose of this paper is to deduce and advise on the best practices of staff promotion, terms and conditions of policy statements.

### 1.2 Aims

The aims of this review topic are:

- To determine if staff promotion mean salary or wages upgrade.
- To establish the distinctions within staff promotion policies.
- To explore whether cross sectional staff policy statements serve as best practice compared to elsewhere.
- To substantiate whether staff promotion is necessarily affected by change of title or position name in the organizational structure.

### 1.3 Objective

The main objective of this paper is to gather and point out the best staff promotion policy statements and procedures.

### 1.4 Research Questions

The research questions that the paper seeks to address are as follows:

- Is staff promotion an automatic process, or based on necessity?
- Is staff promotion the same as salary or wages upgrade?
- Does staff promotion has anything to do with the number of years an employee has worked for the employer?
- Is staff promotion based on staff experiences in the job?
- Are staff promotion and salary or wages a motivation?

### 1.5 Research Frame

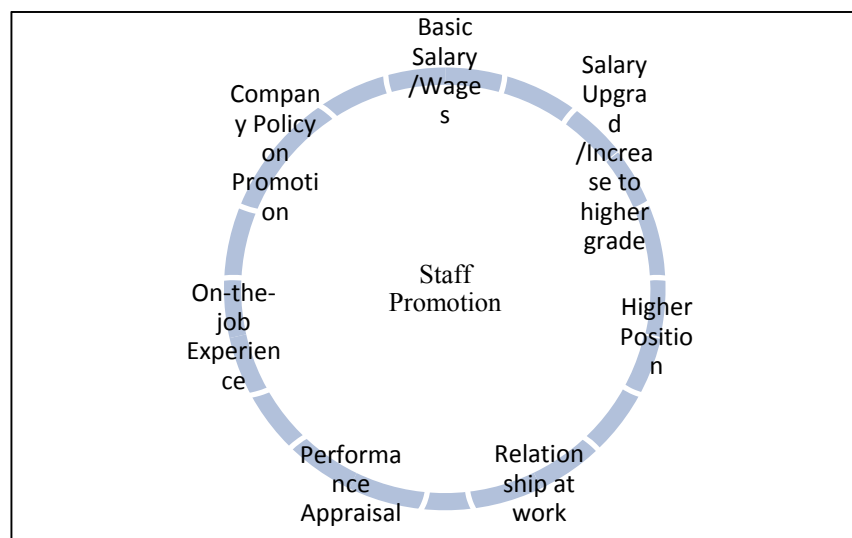


Figure 1. Staff promotion research frame designed

### *1.6 Hypothesis*

- H1 Staff promotion is misunderstood as a policy statement by some institutions.
- H2 Staff promotion is best practice by most institutions.
- H3 Staff promotion is the same as staff salary upgrade.
- H4 Higher or upgrade in Educational Level acquired during employment means readiness for promotion.
- H5 Knowledge, skills, and experience are normally considered for promotion or upgrade of salary.
- H6 Staff promotion means climbing an organizational ladder automatically.
- H7 Succession planning is the same as promotion.

## **2. Background of the Cases Studied**

The Local Government Service was established by Act 656 section 32(2) of Ghana and superseded by the Local Government Service Council and is under the Ministry of Local Government and Rural Development. The main purpose of its establishment was to provide and manage a coherent framework to facilitate the recruitment, development and career progression of staff under the Local Government Service. Its main operation is as district public service organization in Ghana in compliance with the constitutional provisions of the Local Government Service Act, Act 656. The purpose of the Local Government Service is to provide a scheme of service and policy guidelines, that ensures that all staff are highly motivated, disciplined, loyal and equip them with the relevant knowledge and skills. It has stated that, "Promotion to all grades in all classes is subject to availability of vacancies and funds" (Local Government Service Secretariat, 2011).

The Ghana Education Service (G.E.S.) is one of the Government of Ghana public institutions established by an act of parliament to oversee to the Educational system in Ghana. Their mandate is to design policies and implement them that best fit the development and growth of the country in terms of education for the people to help manage the affairs efficiently and effectively. Its organizational structure is very complex. It also provides career advancement to staff as part of staff conditions of service. G.E.S. is under the Ministry of Education.

## **3. Methodology Used**

### *3.1 The Research Philosophy*

This piece of work relied on all the three dominants of the research literature, thus, positivism, realism, and interpretivism.

### *3.2 The Research Approach*

The research approach used was both deductive and inductive and by this it means theories have been tested and some are being built.

### *3.3 The Research Strategies*

Due to the importance attached to this paper, the research strategies adopted are experiment, case study, grounded theory and exploratory, descriptive and explanatory research studies. That is both quantitative and qualitative strategies are in the presentation and analysis.

### *3.4 The Research Data Collection Method*

The data collection methods considered are the sampling technique, interviews, secondary data, and questionnaires designed and administered. More specifically, under the literature sources, the following sources are all considered, namely, primary, secondary and tertiary. With this research, non-probability sampling technique has been adopted.

### *3.5 Sample Size*

Based on the non-probability sampling technique that has been considered for this research and also taking into an account the scope of the research topic, aims, objectives and questions, the sample size targeted was 100 elements. Out of this, 35 elements were targeted for experts group whereas 65 elements were targeted from the non-random sampling of employees.

These targets were classified as follows: snowball, purposive (extreme –deviant and critical), and self selection methods. After the questionnaires were administered, a total of 81 questionnaires were answered and returned, which were sorted as 26 answered questionnaires from the experts whereas 55 questionnaires were obtained by quota sampling (non-random) from employees. The quota sampling included the following (a) Administrative Group Class (b) Secretarial and Receptionist Group Class and (c) Teaching Staff Class / Human Resource Class.

The above quota sampling was divided into two folds, that is, cases from Local Government Service and cases from Ghana Education Service. Two sets of questionnaires were designed. One, the first 70 cases for the Institutions staff as the quota sampled and the other 30 cases for experts or professionals in the public domain who throw more light on the staff promotion policies in relation to salaries, which is deemed practicable in terms of the research strategies used.

The research presentation and analysis was possible by the use of statistic analysis to examine relationships, differences and trends by the data type such as chi-square (variables association), Kolmogorove-Smirnov (two groups are different), Analysis of Variance (ANOVA). More so, computer tools and applications that made these statistic analyses possible was SPSS.

### *3.6 Sources of Literature Materials*

The following sources have been used: First, Primary literature sources such as questionnaire designed and administration on the elements. Secondly, Secondary literature sources are newspapers, books, journals, Internet and some government publications. Thirdly, Tertiary literature sources are abstracts, dictionaries, bibliographies and citation indexes (Saunders et al., 2003).

## **4. Literature**

### *4.1 Definition, Meaning and Explanation of Staff Promotion*

Staff promotion is the advancement of an employee's rank or position in an organizational hierarchy system (Goblar et al., 2002; Tuwei et al., 2013). They stated further that, promotion may be an employee's reward for good performance and that is a positive appraisal. Also, before a an employer promotes an employee to a particular upward position it ensures that the person is able to handle the added responsibilities and other duties by screening the employee with interviews, tests and giving them more training off-the-job or on-the job experience. According to (Kalesh et al., 2007; Tuwei et al., 2013), wrote, promotion can involve advancement in terms of designation, salary and benefits, and in some organizations the type of job activities may change a greatly, meaning more decision making tasks.

Promotion opportunity as perceived by non teaching staff of the university has a higher effect on career change intention and base from this it is recommended by Tuwei et al. (2013) wrote on Moi University policy which stated that promotion should be based on merit to reduce chances of career change. And that promotion opportunity is used to predict career change.

Based on this findings that management need to motivate and reward high performing employees to prevent them from leaving or resigning from the institution since the employer knows the factors contributing to the employees satisfaction, the organization can plan and take appropriate steps to increase staff behaviour positively (Seta et al., 2000; Tuwei et al., 2013). Moreover, failure to address the influence of promotion opportunity on non teaching staff career change by the employer may affect their performance which could have resulted in increased employee productivity, motivation and reduced career change.

By and large, promotion in a business organization set up is a practice for recognizing and rewarding employees' efforts and contributions to the organization as whole which, usually symbolizes with a change of job position and title. More so, it can be attached with an increase in pay, power, and responsibility and can include an increase in freedom or independence, or a decrease in danger or discomfort as well as may mean less inconvenience in terms of hours or location for some employees (Kalesh et al., 2007; Tuwei et al., 2013).

Employees usually feel satisfied with these incentives as it stimulates them to perform better in the new job position. It motivates them by increasing their knowledge and skills to occupy higher levels for greater productivity. This means, promotion can increase employees' loyalty to the employer and reduce career change intention at lower levels due to role models. Therefore, it is said that an employee's opportunities for promotion are also likely to bring to bear an influence on job satisfaction (Landy, 1989; Larwood, 1984; Moorhead & Griffen, 1992; Unwin & Vecchio, 1988; Tuwei et al., 2013).

It has also been noted that promotions provide opportunities for personal growth, increased responsibility, and increased social status (Robbins & Judge, 2007). Bull (2005) wrote that staff may also, "translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment".

Employees' satisfaction with promotional opportunities will depend on a number of factors, such as the probability that employees will be promoted with regards to the basis and the fairness of such promotion process (McCormick & Ilgen, 1985). According to Tuwei et al. (2013), not all employees wish to be promoted which

reason is related to the fact that promotion entails greater responsibility and complex tasks in nature, which the individual staff may consider himself unprepared or not ready. This further stressed the fact that if employees perceive the promotion policy as unfair, but do not desire to be promoted, they may still be satisfied with such policy procedures, rules and regulation. Furthermore, staff promotions may take a variety of different forms which generally is accompanied by different rewards (Luthans, 1992). More importantly, promotions opportunities have differential effects on staff career intentions, and for which reason this must be taken into consideration in cases where promotion policies are designed to enhance employee satisfaction. Tuwei et al., (2013) indicated that employees are more committed to their jobs when they believe that the organization they work for pursues a promotion from within a formal or official policy. And that if the staff believe a promotion from within organizational policy and that is not exercised they would feel less uncertain regarding the future of their career in the organization, less motivated and can consider career change. Generally speaking, employees often feel satisfied with these incentives and motivated by them to perform better in the new job post as well as motivated to increase their knowledge or skills for higher productivity (Tuwei et al., 2013). With better jobs, employees may decline any opportunities from other organizations hence, promotions can increase employees' loyalty to the organization and reduce their intention to change career at the lower level (Gaertner & Nollen, 1989; Tuwei et al., 2013).

#### *4.2 Different Organisations/Institutions Promotion Policy Statements in Practice*

##### 4.2.1 University of Manitoba

According to the University of Manitoba as entrenched in their collective agreement (2010-2013), "Promotions from one rank to another shall be based upon the contribution that the faculty member has made to his/her discipline and to his/her department, faculty/school and the University at his/her current rank over a period of time, taking into account the criteria and weightings established by the dean/director pursuant to s. 20.A.1.3, his/her academic attributes and his/her performance of assigned duties and other duties. The duties specifically assigned to the faculty member during the period under consideration must be taken into account in the application of the criteria and weightings." It also added that, academic attributes (i.e. not necessarily in order of importance) to be considered in determining the criteria to be used in assessing the suitability of a faculty member for promotion shall normally not be limited to but include the following:

- Research, Scholarly Work and Other Creative Activities.
- Teaching.
- Service.
- Professional performance.

There is a promotion committee that takes the responsibility of staff promotions together with the following promotion procedures:

"Prior to the commencement of promotion proceedings, the matter of promotion shall be discussed by the department head and the faculty member at the initiation of either. Thereafter, the promotion application shall be initiated by the department head requesting the faculty member to complete the appropriate application form or alternatively, by the faculty member completing and submitting to the department head the appropriate application form. The head shall transmit this form to the dean/director."

##### 4.2.2 World Health Organisation

The World Health Organisation, (2013) has the following statements on staff promotion. Promotion is the advancement of a staff member with a continuing or fixed-term appointment to a post of higher grade. It has stated that "subject to Rule 560.3, a staff member with a continuing or fixed-term appointment shall be entitled to the promotion resulting from a reclassification of the post he or she occupies if he or she has the necessary qualifications and his or her performance has been satisfactory. If an occupied post is reclassified from the general service category to a professional category or by more than one grade within a category, or if the post has been reclassified previously while occupied by the same incumbent, the post shall be announced to the staff and selection for that post shall be on a competitive basis, subject to conditions to be determined by the Director-General. In such cases, the staff member with a continuing or fixed-term appointment occupying the advertised post may be granted extra pay as from the fourth consecutive month of the effective date of the reclassification calculated in accordance with the provisions of, and with due regard to, the period specified in Rule 320.4. A staff member with a continuing or fixed-term appointment whose performance has been satisfactory, may at any time be considered for reassignment to a post of higher grade for which he or she has the qualifications.

A staff member with a continuing or fixed-term appointment may be officially required to assume temporarily the responsibilities of an established post of a higher grade than that which he occupies; such temporary arrangements shall not be continued for more than 12 months, unless otherwise decided by the Director-General. As from the beginning of the fourth consecutive month of such service, the staff member shall be granted non-pensionable extra pay normally equal to, but not exceeding, the difference between his current pay, consisting of net base salary, post adjustment and allowances, and that which he would receive if promoted to the post of higher grade.” The policy also has the following statements:

Table 1. Gross base salaries shall be subject to the following assessments

For professional and higher graded staff: Assessable income US \$	Staff assessment rates for those with dependants (as defined in Rules 310.5.1 and 310.5.2) %
First 50 000	15
Next 50 000	21
Next 50 000	27
Remaining assessable payments	30

Amounts of staff assessment for those with neither a dependent spouse nor a dependent child would be equal to the differences between the gross salaries at different grades and steps and the corresponding net salaries at the single rate.

Table 2. Amounts of staff assessment

For the general service category: Amounts per year	Assessment per cent
Up to US\$ 20 000	19
Next US\$ 20 000	23
Next US\$ 20 000	26
Remaining assessable payments	31

#### 4.2.3 Carleton University

Also, according to the Carleton University and Carleton University Academic Staff, Collective Agreement, (2012-2014), “It is assumed that all members of faculty are scholars and will communicate their knowledge, and that advancement in this University must be based on a person's intellectual development and maturity. As a teacher a faculty member has a vital function to play in the proper preparation and stimulation of students and as a research worker a responsibility for extending the frontiers of knowledge of his/her subject. In addition, individuals may make contributions to the administration and development of the University and its programmes of study, to the community, and to their professions. These contributions should be considered when evaluating individuals for tenure and promotion at all levels.

#### 4.2.4 Local Government Service (LGS)-Ghana

The policy document of The Local Government Service, (2007) job roles has been grouped into the following:

Table 3. Main categories for conditions of service

Grade of Staff	Categories
A1	Head of Service, Deputy Head of Service, Regional Co-ordinating Directors
A2	National Directors, Regional Directors, District Co-ordinating Directors
B	District Departmental Directors, Deputy Directors and analogous grades at the National Headquarters, Regional and District levels
C	Middle level management and support grades
D	Junior support service staff
E	Sub-technical/auxiliary grades
F	Utility grades

**Promotion Authorities**

Promotion into the various grades within the Service shall be effected by the appropriate appointing authority.

**General Conditions for Promotions**

The procedure for effecting promotions shall be in accordance with the relevant Scheme of Service and subject to the availability of vacancies in the grade. Promotions shall be **based on merit** and in accordance with the approved Scheme of Service. In determining merit, the following shall be taken into account:

- a) efficiency;
- b) qualification and experience in the area of work;
- c) attitude towards work and general behaviour;
- d) leadership qualities;
- e) performance appraisal score of very good;
- f) seniority shall be taken into consideration when all things taken are the same; seniority shall be determined from the date of last promotion.

**Effective date of Promotion**

The effective date of promotion shall not be earlier than the date on which the vacancy for a position became due. The appointing authority shall convey to the officer the effective date of his/her promotion. The promotion letter shall specify whether the date of promotion is notional or effective for purposes of salary.

**Remuneration: Salary**

Salaries within the Local Government Service shall be determined by Job Analysis and Job Evaluation. Salaries for the various grades shall be based on the negotiated and approved Pay and Grading structure.

**Points of Entry/Salary Structure**

- a. The salary payable to any employee shall be in accordance with the approved salary structure of the LGS;
- b. The point of entry in the salary structure of a newly appointed staff shall be fixed by the Local Government Service;
- c. In determining the point of entry, experience and qualifications relevant to the post shall be taken into account as defined in the Scheme of Service;
- d. All salaries shall be paid monthly direct into any bank in Ghana nominated by the employee;
- e. Remittances or allotments to home countries outside Ghana shall be made at the employee's own expense and in accordance with the government regulation in force.

**Annual Salary Increment**

- a. All personnel of the Local Government Service shall, subject to satisfactory conduct and job performance, be eligible to earn annual salary increment according to prevailing scales of salary increment.
- b. Personnel whose job performance and conduct have been found to be unsatisfactory shall not qualify to earn annual salary increment.
- c. Where in the opinion of a superior officer, the performance of a subordinate officer has not been satisfactory, he/she shall notify the Head of Department of his intention to withhold the increment of the subordinate and state reasons why the increment must be so withheld. If, in the opinion of the Head of Department, a case has been made for withholding the annual increment, he/she shall proceed to order the withholding of the increment accordingly.

**Scheme of Service for the Local Government**

According to the Local Government Service Secretariat, (2011), "the scheme of Service is a management tool crafted to provide a coherent framework to facilitate the recruitment, development and career progression of the staff of the Local Government Service. And that 'the purpose of the Scheme is to provide the Service with a policy guideline which will ensure that all staff are highly motivated, disciplined, loyal and equipped with the relevant skills and knowledge'. In affirmative that Promotion to all grades in all classes is subject to availability of vacancies and funds."

The document has a declaration that, "this document has been developed and approved by the Local Government

Service Council and Ministry of Local Government and Rural Development. It is a legal document binding on persons serving in the Local Government Service.”

Table 4. Scheme of service classes

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1.	ADMINISTRATIVE GROUP CLASS
1.1	Administrative Class
1.2	Human Resource Class
1.3	Secretarial and Receptionist Class
1.4	Security Class
1.5	Transport Class
1.6	Auxiliary Class
1.7	Supply and Material Class
2.	Agricultural Class
3.	Births & Deaths Registry Class
4.	Cooperative Class
5.	Development Planning Class
6.	Engineering Group Class
6.1	Engineering Class
6.2	Architects Class
6.3	Estate Management Class
6.4	Quantity Surveyor Class
6.5	Technical Class
7.	Environmental Health Class
8.	Finance Group Class
8.1	Accounting Class
8.2	Budget Class
8.3	Revenue Class
9.	Management Information System (MIS) Class
10.	Physical Planning Class
11.	Rural Housing Loan Officers Class
12.	Social Welfare & Community Development Class

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Source: Local Government Service, Scheme of Service, Administrative Group Class, Secretarial and Receptionist Class, (2011).

Concentrating on the 1.3 Secretarial and Receptionist Class as in the above table:

Table 5. Secretarial and receptionist class staffing structure

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PROFESSIONAL
• Office Manager
• Chief Private Secretary
• Principal Private Secretary
• Senior Private Secretary
• Private Secretary
SUB-PROFESSIONAL
• Stenographer Secretary
• Stenographer Grade I/II
• Typist Grade I/II
• Receptionist/Telephonist

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## **L.G.S. Positions and Promotion Statements for One of the Classes**

### **Chief Private Secretary**

#### *Career Progression:*

A senior private secretary qualifies to be promoted to the grade of a principal private secretary after at least 3 years of satisfactory service, and pass a promotion interview.



**Principal Private Secretary***Career progression:*

A principal private secretary qualifies to be promoted to the grade of chief private secretary after satisfactory completion of at least 5 years of service; and pass a promotion interview.

**Senior Private Secretary***Career progression:*

A senior private secretary qualifies to be promoted to the grade of a principal private secretary after at least 3 years of satisfactory service; and pass a promotion interview.

**Private Secretary***Career progression:*

A private secretary qualifies to be promoted to the grade of a senior Private secretary after 3 years of satisfactory service; and passed a promotion interview.

**Stenographer secretary***Career progression:*

A minimum of 5 years satisfactory service qualifies the stenographer secretary to be promoted to the grade of a private secretary.

**Stenographer grade I/II***Career progression:*

A stenographer grade I/II qualifies to be promoted to the grade of stenographer secretary after 3 years of satisfactory service and passe a promotion interview.

**Typist Grade I/II***Career progression:*

A typist who has passed senior typist examination is eligible for promotion to the grade of stenographer grade I/II after 3 years of satisfactory service.

**Receptionist or Telephonist***Career progression:*

A receptionist/telephonist qualifies for promotion to the next available higher grade after 3 years of satisfactory service. The post holder can also convert to a sub-professional grade if he or she acquires a diploma or bachelors degree in a suitable course from an accredited institution.

**4.2.5 Ghana Education Service**

Ghana Education Service (G.E.S.) is a state institution in-charge of the country's educational policies and control. This sector is under the Ministry of Education headed by a Minister with Deputy/Deputies. GES is headed by a Director General. According to Wikipedia.com, Education in Ghana was mainly informal before the arrival of the European settlers, who built a formal education system addressed to the elites. With the independence in 1957, came the political will to provide Education for all. The magnitude of the task as well as economic difficulties and political instabilities slowed down the attempt of reforms. The Education Act in 1987, followed by the constitution of 1992, gave a new impulse to educational policies in Ghana. Statistics show a progress in the education delivery system. In 2011, the primary school net enrolment rate was 84% and described by the United Nations International Children's Emergency Fund (UNICEF), as far ahead of the sub-Saharan average. In its 2013-2014 report, the World Economic forum ranked Ghana 46th out of 148 countries regarding the education system quality. In 2010, literacy rate was 71.5%, with a notable gap between men (78.3%) and women (65.3%).

From the government of Ghana official website (Ministry of Education on [www.ghana.gov.gh](http://www.ghana.gov.gh)), "the overall goal of the Ministry is to provide relevant and quality education for all Ghanaians especially the disadvantaged to enable them acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic growth of the country.

**G.E.S. Mission Statement**

The Ministry of Education exists to carry out the Government's vision of using quality education delivery to accelerate the nation's socio economic development through the following action plan:

1. Expanding access to education at all levels of education.
2. Providing and improving infrastructural facilities for education.
3. Raising the quality of teaching and learning for effective outcomes.
4. Making education more relevant to national goals and aspiration by focusing on vocational and technical education.
5. Making tertiary education more cost effective.

### **Ghana Education Reforms, 2007 Programme**

The implementation of Ghana's most recent education reform, which began in 1987, brought to the fore many problems in the objectives, content, administration and the management of education. Prior to its assumption of office in 2001, the New Patriotic Party (NPP) had serious reservations concerning certain aspects of the reforms, and doubts which were shared by wide sections of the public, especially parents. The then President of the Republic, H.E. Mr. J.A. Kufuor, articulated some of these concerns in his inaugural address in January, 2001.

The Government of the NPP shares with the people the passionate interest in education, and the anxiety to bring about constant improvements in its availability and relevance, as evidenced by the large number of Review Committees, Commissions, etc. on education dating back to the colonial times. Government is also painfully aware of the failure of many of the attempts to reform the public education system. There has been a continuing aim to make education more relevant to the world of work after school, to rural development and modernisation of the predominantly agriculture-based economy, as well as the need to promote national and cultural identity and citizenship.

However, results have been mixed. And more recently, there has been almost unanimous agreement that under the latest 1987 reforms, public education in Ghana has failed to meet expectations in terms of its coverage, quality, equitableness and economic utility.

Table 6. Grading structure for Ghana education service – teaching staff

NO	TITLE/POSITION	LEVEL/GRADE
1	Director General	25 H
2	Deputy Director General	24 H
3	Director I	23 H
4	Director II	22 H
5	Director II Principal	22 L
6	Deputy Director SHS Head	21 H
7	Deputy Director Vice Principal	21 L
8	Deputy Director Basic Head	21 L
9	Deputy Director Assistant Head SHS	21 L
10	Deputy Director Senior House Master	21 L
11	Deputy Director House Master/Head of Department/Chaplin/Imam/Guidance & Counselling Coordinator	21 L
12	Deputy Director Unit Head	20 H
13	Deputy Director Base Grade	20H
14	Deputy Director Non Professional	20 L
15	Assistant Director I Head SHS	20 H
16	Assistant Director I Vice Principal	20 L
17	Assistant Director I Unit Head	20 L
18	Assistant Director I Senior House Master	20 L
19	Assistant Director I Head JHS	20 L
20	Assistant Director I Assistant Head SHS	20 L
21	Assistant Director I House Master/Head of Department/Chaplin/Imam/G&C Coordinator	20 L
22	Assistant Director I Headquarters, Region, District	19 H
23	Assistant Director I Base grade	19 H
24	Assistant Director I Non Professional	19 L
25	Assistant Director II Head Basic	19 L

26	Assistant Director II Assistant Head SHS	19 L
27	Assistant Director II Senior House Master	19 L
28	Assistant Director II House Master/Head of Department/Chaplin/Imam/G&C Coordinator	19 L
29	Assistant Director II Assistant Head Basic	18 H
30	Assistant Director II Headquarters, Region, District	18 H
31	Assistant Director II Base Grade	18 H
32	Assistant Director II Non Professional	18 L
33	Principal Superintendent Head Basic	17 H
34	Principal Superintendent House Master/Head of Department/Chaplin/Imam/G&C Coordinator	17 H
35	Principal Superintendent Professional	16 H
36	Principal Superintendent Non Professional	16 L
37	Principal Superintendent I Professional	15 H
38	Principal Superintendent I Non Professional	15 L
39	Principal Superintendent II Professional	14 H
40	Senior Supervisor Instructor	14 L
41	Senior Superintendent II Non-Professional	14 L
42	Supervisor Instructor	13 H
43	Superintendent I Professional	13 H
44	Principal Technical Instructor	13 L
45	Superintendent I Non-Professional	13 L
46	Senior Technical Inspector	12 H
47	Superintendent II Professional	12 H
48	Technical Instructor I	12 L
49	Superintendent II Non-Professional	12 L
50	Technical Instructor II	8 L
51	Senior Craft Instructor	8 H
52	Pupil Teacher WASSCE/GCE 'A' Level	8 H
53	Trainee Teacher	8 H
54	Craft Instructor	8 L
55	Pupil Teacher GCE 'O' Level	8 L

Source: Document Prepared by Avudoahor (2013), Ghana Education Service, Single Spine Salary Structure, Across Board Salary Increase.

Table 7. Administrative class

1	Chief Administrative Officer	22 H
2	Chief Administrative Officer II	20 H
3	Deputy Chief Administrative Officer	19 H
4	Deputy Chief Administrative Officer II	19 L
5	Principal Administrative Officer (Chartered)	18 H
6	Principal Administrative Officer (Unit Head)	17 H
7	Principal Administrative Officer (Base Grade)	16 H
8	Senior Administrative Officer	15 L
9	Administrative Officer	14 L
10	Assistant Administrative Officer	13 H
11	Senior Clerk	13 L
12	Clerk Grade I	12 L
13	Clerk Grade II	8 L

Table 8. Secretary class

1	Principal Private Secretary	16 H
2	Senior Private Secretary	15 H
3	Private Secretary	14 H
4	Stenographer Secretary	14 L
5	Stenographer Grade I	11 H
6	Stenographer Grade II	11 L

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7	Principal Typist	10 L
8	Senior Typist	9 L
9	Typist Grade I	8 H
10	Typist Grade II	8 L
11	Ungraded Typist	5 L

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**a) G.E.S. Positions and Promotion Statements for One of the Classes**

**Reception**

*Progression:*

- i. Eligible for promotion to the administrative grades after 3 years' satisfactory service and passing the prescribed examination; or
- ii. Any other analogous grade on obtaining the requisite qualification.

**Typists Grade II**

*Progression:*

Eligible for promotion to the grade of Typist Grade I.

**Typist Grade I**

*Progression:*

Eligible for promotion to the grade of Senior Typist.

**Senior Typist**

*Progression:*

Eligible for promotion to the grade of Principal Typist.

**Principal Typist**

Eligible for progression to the Stenographer grades on acquiring the relevant qualification.

**Secretaries**

**Stenographer Grade II**

*Progression:*

Eligible for promotion to the grade of Stenographer Grade I.

**Stenographer grade I**

*Progression:*

Eligible for promotion the grade of Stenographer Secretary.

**Stenographer Secretary**

*Progression:*

Eligible for promotion to the grade of Private Secretary/Administrative Officer

*Private Secretary*

*Progression:*

Eligible for promotion to the grade of senior private secretary.

**Senior Private Secretary**

*Progression:*

Eligible for promotion to the grade of Principal Private Secretary

**b) Example of G.E.S. Promotion Advert as Fact Sheet or Evidence of Their Practice**

**Ghana Education Service [Ho Municipal Directorate]**

Confirmation and Promotion to the Ranks of Senior Superintendent I and Below (By Work of Inspection) in the Ghana Education Service Effective 1st September, 2013.

Applications are hereby invited from suitably qualified serving teachers for consideration for confirmation and promotion to the grades of:

- (a) Senior Superintendent I.
- (b) Senior Superintendent II.
- (c) Superintendent I.

Eligibility:

1. Senior Superintendent I: Teachers who have served three (3) or more years continuous satisfactory service and were promoted to the rank of Senior Superintendent II on or before 1st September 2010
2. Diploma in Basic Education (DBE): Holders who have fully served four (4) or more years on the rank of Senior Superintendent II by 1st September 2013 with satisfactory records can apply.
3. Senior Superintendent II: Teachers who have served three (3) or more years continuously and satisfactorily and were promoted to the rank of Superintendent I on or before 1st September 2010.
4. Superintendent I: Teachers who have served four or more years continuously and satisfactorily served on the rank of Superintendent II on or before 1st September 2009.
5. Non-Professionals: Non-Professional Teachers who have satisfactorily served three (3) or more years on their present ranks can also apply.

Method of Application

The promotion application should include photocopies of last promotion letter, up-grading letter or certificate (any one that is applicable) and a current pay slip.

Applicants should submit their applications through their respective headteachers/headmasters and Circuit Supervisors, each of who should, in turn, attach a confidential report to it before submission to the Municipal Director. The deadline for the submission of application to the Municipal Director is Friday, 7th June, 2013. Please note, no late applications will be entertained. Source: <https://www.facebook.com/GESHoMunicipalDirectorate/?fref=nf>

### **Promotion and Upgrading In the Ghana Education Service article**

Jude Ofei (2011) wrote on modernghana.com official website on the topic - Promotion and Upgrading In the Ghana Education Service. He stated that, "Promotion has been everyone's dream in any field of life. Civil, public and other workers in the formal and informal sectors of the economy apply for promotion when due. This promotion comes about as a result of advancement in education or long service on ones profession. However, teachers in the Ghana Education Service in all levels of education - first and second cycle - obtain promotion when due for. This promotion when obtained is expressed in rank. This rank determines the level of a teacher and the amount of salary such a teacher will earn in a month and a year. For instance, a newly trained teacher from any of the Teacher Education Colleges in Ghana is automatically qualified to be promoted to the rank of Senior Superintendent II (SNR. SUP II). He or she is therefore placed on level 14.2 on the current single spine salaries structure (SSSS).

Furthermore, a teacher who obtains a bachelors degree in education or in any related field of study is qualified for the rank of a Senior Superintendent (SNR. SUP) automatically. However, Teachers who have taught for long years in the service could also qualify to the rank mentioned, but can obtain the rank only through an interview. Teacher's who attended interviews in order to gain promotion to the ranks of Senior Superintendent (SNR. SUP), Assistant Director (A.D) and Deputy Assistant Director (D.A.D) are often disqualified by the interview panelists set up to grant deserving teachers the ranks stated. They sometimes disqualify them not on the grounds of that they performed abysmally at the interview, but simply because of government's policy to cut down the number of teachers who qualify to be promoted to the ranks of senior superintendent and above. This is affecting the moral of teachers to rise up to the top in their teaching career. The most painful thing is that one could attend the interview several times without success.

Getting promotion to any rank in the Ghana Education Service is the first step. The second is that, after acquiring the letter promoting one to a rank, he or she needs to undergo what is popularly referred to as upgrading which means he or she would have to go through tough bureaucracy in the Ghana Education Service in order to be graded to the rank and be placed on scale to attract the corresponding salary to the said rank. The system of upgrading, begins from the District or Municipal level then to the Regional Education Directorate and finally to National. That is the headquarters of the Ghana education service. This bureaucratic system that exists in the Ghana Education Service is not the best for teachers. It makes processing of promotion and upgrading very tiresome to teachers.

However, each level of assessing promotion and upgrading by teachers in the Ghana education service requires

some bureaucratic difficulty. Each level involves some level of payment in the form of a bribe to personnel's charged to assist teachers process their promotion and upgrading documents. For instance, teachers pay money to persons who are charged with the responsibility of ensuring that teachers' promotion and upgrading is done demand some amount of money before processing their documents. Therefore, teachers who refuse to pay anything do not have their documents processed. Even those teachers who are able to pay the money demanded at the end do not receive their promotion letters and not put on the right scale. For instance, it could take a teacher two years in order to go through the promotion and upgrading process. This discourages teachers to remain in the teaching service as his colleagues in the civil and public services go through promotion and upgrading with ease. They only have to submit all needed documents to enable officials in charge to process them. It could last for a month or two to have it processed. However, this payment of money at the District or Municipal level through to the Regional and National level before promotion and upgrading letters are processed should be avoided. One could not say that money is not involved at all levels. This constitutes bribery and corruption. There are too many corrupt people in the Ghana Education Service.

Promotion and upgrading letters of teachers are often delayed by the Districts or the Municipalities, Regional and the National (headquarters of the Ghana Education Service). Teachers also do not stay in the classrooms as they have to follow up their promotion and upgrading letters. This leads to loss of instructional hours thereby affecting the academic performance of school children in schools. This is one of the reasons why there is much failure in schools, as teachers do not stay in their schools to teach the children. However, it is suggested that officials of the government of Ghana help address these challenges of delayed promotion and upgrading of teachers." Source: <https://www.modernghana.com/print/353146/1/promotion-and-upgradin>

One of the G.E.S.'s report states that its personnel management at the basic education level in respect of recruitment of trained teachers begins with the admission of students to the teacher training colleges (now colleges of education), since the successful completion of the courses offered at these colleges guarantees appointments for graduates. In addition, vacancies in the intermediate grades are filled by promotion. In addition, non-teaching staff and untrained teachers are recruited through advertisements, interviews etc. It is further stated that at the lower level grades of the education service, the staff establishments are clearly specified and consequently, the numbers of vacancies are known and appropriate steps are taken to fill those vacancies at higher levels in the G.E.S., that is, Assistant Superintendent to Assistant Director positions; however, there are no clear defined staff guidelines.

It also stated that any certificated teacher who has spent at least three (3) years in one grade becomes eligible, by the provisions of the scheme of service, for promotion to the next higher grade. From the Directors level upwards, some element of strict selection is introduced as eligible candidates attend interviews.

Moreover, it states also that apart from G.E.S. staff who are performing teaching functions, most of the staff working in offices have no job descriptions spelling out their responsibilities. "Without job descriptions there is no basis for performance appraisal as without spelling out the functions to be performed, any assessment of a particular employee's performance would be without any objective basis. Some assiduous Directors have, therefore, prepared job descriptions for Assistant Directors working under them."

This document also stated that new trend of keeping even Assistant Directors in the classroom must be encouraged, as in the past, good teachers were being pushed to take up jobs in the offices which, they were not interested in and also had no competence in working in those offices. It concluded that one "aspect of personnel management that is badly performed in the sector is supervision. Heads of institutions have teaching duties in addition to their managerial roles, external supervisors such as Circuit Supervisors have been assigned two or three more groups of schools than they can effectively supervise and there are some challenges such as competence, camaraderie and inadequate resources such as funds for fuel which have to be taken into consideration. These have contributed to the lack of effective supervision. This has resulted in indiscipline, laziness, lack of punctuality and absenteeism in the system. Even for those who are staff of G.E.S., the publication of the code of professional conduct for teachers agreed upon between GNAT and G.E.S. has not had much impact." Source: <http://www.moe.gov.gh/assets/media/docs/EducationSectorReview-6and9.pdf>

#### 4.2.6 Malaysia Public Administration

According to Malaysia Public Administration Country Profile (November 2005), under Promotion it is provided that "the Performance Appraisal System is used in determining annual salary progression and promotion. This system introduces a more systematic, and reliable assessment because there are fewer subjective elements. It recognizes the need to give more weight to different aspects for different service groups. Aspects that are being evaluated include: (a) work output based on knowledge, work quality, timeliness, ability to manage and make

decisions; (b) good values such as trustworthiness and reliability; (c) potential for leadership; and (d) the annual targets as agreed upon by both the officer being evaluated and the reporting officer. Under the New Remuneration Systems (NRS), seniority in the civil service is no longer given a top priority. The selection process for officers to be promoted includes an assessment on qualities such as leadership, innovativeness and creativity in addition to their qualifications, experience, training, Performance Appraisal Report, performance at the mandatory Management Courses conducted at the National Institute of Public Administration (INTAN) and an interview. The promotion from one grade to another is based on the availability of vacancies. However, for Research Officers, University Lecturers, and Medical and Dental Specialists, promotion exercises are carried out in accordance with the procedures as stipulated in the relevant schemes of service and subject to: (a) considerations of a Panel that includes a representative from the Public Service Department; and (b) the use of a performance evaluation system as stated above. (Source: *Office of the Civil Service Commission – Malaysia*)

Also, the Public Service Remuneration consists of salary, fixed allowances and variable payments such as housing and critical service allowance. Public Service personnel are also provided with various benefits such as medical treatment/hospitalization and quarters for certain essential services like the Fire Service and Police Force. The objective of such remuneration is to ensure that members of the Public Service receive fair and reasonable wages and compensation in carrying out their duties.

Pension: the mandatory retirement age for a public servant is 55. However, an employee may apply for optional retirement upon attaining 40 years of age. Public sector personnel appointed on or after 12 April 1991 can either opt to join the Pensions Scheme or the Employees' Provident Fund Scheme.

Retirement Benefits payable to public sector personnel are: (i) Gratuity; (ii) Lifelong monthly pension; (iii) Cash award in lieu of accumulated leave. These payments are given to a pensionable employee upon retirement. For those on optional retirement, only gratuity and cash award in lieu of accumulated leave are paid upon retirement whereas pension is only payable upon attaining the age of 45 for women and 55 for men. New appointees to the public service on or after 12 April 1991 will be paid their pensions at the age of 55. Upon the pensioner's demise, the remaining pension is granted to the dependants, namely widow, or widower; and eligible children." (Source: *Office of the Civil Service Commission – Malaysia*).

#### 4.2.7 The University of British Columbia

The University of British Columbia, (2014/15), contained the following statements that where an Instructor I is promoted to Senior Instructor, that promotion includes the granting of tenure at the rank of Senior Instructor. Should an Instructor I elect to be considered early for tenure, that review will constitute their one time tenure and promotion review. Failure to achieve both tenure and promotion at any time will result in the candidate facing a terminal year. The University does not have tenured Instructor I or untenured Senior Instructor or Professor of Teaching appointments (unless the candidate receives a new Senior Instructor or Professor of Teaching appointment, in which case they can be tenure track or tenured):

Table 9. UBC ranks

Rank	Mandatory Tenure Review Year
Assistant Professor	Year 7
Associate Professor and Professor	Year 5*
Instructor I	Year 5
Senior Instructor and Professor of Teaching	Year 5*

The following ranks are eligible to be reviewed for promotion:

#### 1) In the Professoriate Stream:

Assistant Professors can be reviewed for promotion to Associate Professor. A successful promotion of this kind is also accompanied by a grant of tenure.

Associate Professors can be reviewed for promotion to Professor.

#### 2) In the Professor of Teaching Stream:

Instructors I can be reviewed for promotion to Senior Instructor. A successful promotion of this kind is also accompanied by a grant of tenure.

Table 10. Senior instructors can be reviewed for promotion to professor of teaching

Review	Scheduled	Obligation to Initiate	Who can stop the process?	Appeal of negative decision?
Periodic	Yes	University	Candidate only	Yes
Non-Periodic	No	Candidate or University	Head, Dean or Candidate	No*

The following sets out the periodic review schedules for Assistant Professors, Associate Professors, Instructor I and Senior Instructors:

Table 11. Periodic review

Rank	Periodic Review Year
Assistant Professor	Year 5 then every 2 years
Associate Professor	Year 5 then every 3 years
Instructor I	Year 5
Senior Instructor	Year 5 then every 3 years

Evidence of educational leadership is required for tenure/promotion in the Professor of Teaching stream. This evidence will vary in departments and Faculties to reflect different contexts and educational leadership needs/opportunities within the department/unit, university and academic/professional communities within the candidates' discipline.

#### 4.2.8 United Nations

The United Nations, (2009), staff regulation document contained the following statements:

#### **Salaries and Related Allowances**

Salaries of staff members shall be fixed by the Secretary-General in accordance with the provisions of annex I to the present Regulations.

#### **Regulation 3.3**

(a) An assessment at the rates and under the conditions specified below shall be applied to the salaries and such other emoluments of staff members as are computed on the basis of salary, excluding post adjustments, provided that the Secretary-General may, where he or she deems it advisable, exempt from the assessment the salaries and emoluments of staff members engaged at local rates.

(b) (i) The assessment shall be calculated at the following rates for staff members whose salary rates are set forth in paragraphs 1 and 3 of annex I to the present Regulations:

#### **ASSESSMENT**

*Total assessable payments (United States dollars)*

*Staff assessment rates for purposes of pensionable remuneration and pensions (percentage)*

Up to 20,000 per year . . . . .	11
20,001 to 40,000 per year . . . . .	18
40,001 to 60,000 per year . . . . .	25
60,001 and above per year . . . . .	30

#### **Staff assessment rates used in conjunction with gross base salaries**

#### **(effective 1 January 2006)**

*A. Staff assessment rates for staff member with dependants Assessable payments (United States dollars)*

*Staff assessment rates for those with a dependent spouse or dependent child (percentage)*

First 50,000 per year . . . . .	19
Next 50,000 per year . . . . .	28
Next 50,000 per year . . . . .	32
Remaining assessable payments . . . . .	35



## **APPOINTMENT AND PROMOTION**

### **Regulation 4.1**

As stated in Article 101 of the Charter, the power of appointment of staff members rests with the Secretary-General. Upon appointment, each staff member, including a staff member on secondment from government service, shall receive a letter of appointment in accordance with the provisions of annex II to the present Regulations and signed by the Secretary-General or by an official in the name of the Secretary-General.

### **Regulation 4.2**

The paramount consideration in the appointment, transfer or promotion of the staff shall be the necessity of securing the highest standards of efficiency, competence and integrity. Due regard shall be paid to the importance of recruiting the staff on as wide a geographical basis as possible.

### **Regulation 4.3**

In accordance with the principles of the Charter, selection of staff members shall be made without distinction as to race, sex or religion. So far as practicable, selection shall be made on a competitive basis.

### **Regulation 4.4**

Subject to the provisions of Article 101, paragraph 3, of the Charter, and without prejudice to the recruitment of fresh talent at all levels, the fullest regard shall be had, in filling vacancies, to the requisite qualifications and experience of persons already in the service of the United Nations. This consideration shall also apply, on a reciprocal basis, to the specialized agencies brought into relationship with the United Nations. The Secretary-General may limit eligibility to apply for vacant posts to internal candidates, as defined by the Secretary-General. If so, other candidates shall be allowed to apply, under conditions to be defined by the Secretary-General, when no internal candidate meets the requirements of Article 101, paragraph 3, of the Charter as well as the requirements of the post.

### **Regulation 4.5**

(a) Appointment of Under-Secretaries-General and of Assistant Secretaries-General shall normally be for a period of up to five years, subject to prolongation or renewal. Other staff members shall be granted either a temporary, fixed-term or continuing appointment under such terms and conditions consistent with the present Regulations as the Secretary-General may prescribe;

(b) A temporary appointment does not carry any expectancy, legal or otherwise, of renewal. A temporary appointment shall not be converted to any other type of appointment;

(c) A fixed-term appointment does not carry any expectancy, legal or otherwise, of renewal or conversion, irrespective of the length of service;

(d) The Secretary-General shall prescribe which staff members are eligible for consideration for continuing appointments.

### **Regulation 4.6**

The Secretary-General shall establish appropriate medical standards that staff members shall be required to meet before appointment.

## 5. Data Presentation, Analysis and Findings (Discussion)

### 5.1 Nonparametric Tests Using Chi-Square Report on Both G.E.S. and Local Government Service Employees

#### Test statistics

	Department Employees are Working	Duration of Work with the Institution	of the First Promotion	Number of Years Worked before Promoted	Delay in Process per Organisation Policy	Promotion Salary Increased as been Promoted	Change in Position when Promoted
Chi-Square	26.236 <sup>a</sup>	33.800 <sup>a</sup>	36.255 <sup>b</sup>	2.364 <sup>c</sup>	7.236 <sup>b</sup>	28.618 <sup>b</sup>	28.618 <sup>b</sup>
df	3	3	2	4	2	2	2
Asymp. Sig.	.000	.000	.000	.669	.027	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.8.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.3.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

#### Analysis/Implication

The first variable, which is Department Employees are Working chi-square is 26.236 and has p-value= 0.000 implies that it is significant to employees promotion in an organization since the p-value is less than 0.05. Likewise the Duration of Work with the Institution, and First time Promotion which has a chi-square of 33.800 and 36.255 respectively in turn has p= 0.000s respectively meaning that they are significant to employees' promotion since its value too is less than 0.05. The same applies to Delay in Promotion Process per the Organisation Policy, Salary Increased as been Promoted and Change in Position when Promoted all has chi-square of 7.236, 28.618 and 28.618 respectively which has p-values=0.027, 0.000, and 0.000 respectively implies that they are significant to the promotion of staff within an organization. But ironically, Number of Years Worked before Promoted has chi-square of 2.364 and a p-value of 0.669 is not seen as significant since the p-value  $\neq$  0.05, rather, greater than. This means that the Number of Years Worked before being Promoted, is subjective because it may include certain variables that will contribute towards the promotion but not just because to the Number of Years of Work that would make an employee to be promoted.

#### Test statistics

	Still in the same Office whiles being Promoted	Changed in Duties and Responsibilities as being Promoted	Happy with the Promotion	Discrimination during the Promotion Process	Number of times Promotion achieved	Number of years of Working Relationship with the Employer (Organisation)	Familiar with the Organisation Promotion Policy
Chi-Square	22.836 <sup>a</sup>	12.036 <sup>a</sup>	25.564 <sup>a</sup>	6.364 <sup>a</sup>	7.636 <sup>b</sup>	47.091 <sup>b</sup>	17.273 <sup>a</sup>
df	2	2	2	2	4	4	2
Asymp. Sig.	.000	.002	.000	.042	.106	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.3.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

#### Analysis/Implication

The above headings namely Still in the same Office whiles being Promoted, Changed in Duties and Responsibilities as being Promoted, Happy with the Promotion, Discrimination during the Promotion Process, Number of Years of Working Relationship with the Employer, and Familiar with the Organisation Promotion Policy, all has chi-square of 22.836, 12.036, 25.564, 6.364, 47.091, and 17.273 and they all have p-value= 0.000, 0.002, 0.000, 0.042, 0.000, and 0.000 respectively. This means that they are all significant in employee promotion since it has less than 0.05. This points out that there is Discrimination during the Promotion Process since it is seen as significant. But Number of times of Promotion Achieved in an organization has a chi-square of 7.636 and a p-value=0.106 means that it is not significant to staff promotion within an organization. It may be

subject to other additional variables and not just that when one is employed one will gain several promotions within the organization.

### Test Statistics

	Increased Salary change Position	in Salary or Wages without Grade Level in several times Promoted	or Staff Promotion has gone up Policy Statement status	Years of work with Employer	First time Position Employed on	Current Position	Satisfied with Promotion Process	the Policy in the Organisation
Chi-Square	18.582 <sup>a</sup>	22.073 <sup>a</sup>	14.655 <sup>a</sup>	19.273 <sup>b</sup>	38.927 <sup>c</sup>	31.727 <sup>c</sup>	7.018 <sup>a</sup>	
df	2	2	2	4	5	5	2	
Asymp. Sig.	.000	.000	.001	.001	.000	.000	.030	

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.3.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.2.

### Analysis/Implication

Increase in Salary without change in Position, Salary or Wages or Staff Grade Level has gone up several times but not Promoted, Promotion Policy Statement Status, Years of work with the Employer, First time Position Employed On, Current Position, and Satisfied with the Promotion Policy Process in the Organisation, all has chi-square of 18.582, 22.073, 14.655, 19.273, 38.927, 31.727, 7.018; all with p-values of 0.000, 0.000, 0.001, 0.001, 0.000, 0.000, and 0.030 which implies that they are all significant in staff promotion. This has confirmed that an Increase in Salary without change in Position and Salary or Wages of Staff Grade Level has gone up several times but not Promoted has effect on the staff promotion.

### Test Statistics

	Acquisition of Qualification Level whiles working with Employer	Qualification Level Acquired	of Original Qualification before Employed	Initial Basic Salary	Current Basic Salary	Reference or Purpose of the Increment of Salary or Wages
Chi-Square	13.345 <sup>a</sup>	11.873 <sup>b</sup>	23.218 <sup>b</sup>	34.782 <sup>b</sup>	22.127 <sup>b</sup>	14.309 <sup>c</sup>
df	2	5	5	5	5	3
Asymp. Sig.	.001	.037	.000	.000	.000	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.3.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.2.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.8.

Above here, has the same analysis and implications since the p-values are less than 0.05.

### 5.2 Employees Relationship Or Association with Other Promotional Variables in An Institution

#### 5.2.1 Department Employees are Working Duration of Work with the Institution

### Crosstab

Count	Department Employees are Working	Duration of Work with the Institution				Total
		a) less than 1 year	b) 1 year to 3 years	c) 4 years to 6 years	d) 7 years or more	
	Administrative Group Class	1	1	0	2	4
		0	4	2	8	14

Secretarial and Receptionist Group Class	1	3	3	1	8
Teaching Staff Class/Human Resource Class	2	2	4	21	29
Total	4	10	9	32	55

At least employees worked with their employer for 7 years or more although some also worked with the organization, between 1 year to 6 years.

#### Department Employees are Working First time Promotion

##### Crosstab

Count		First time Promotion			Total
		0	yes	no	
Department Employees are Working	0	0	3	1	4
	Administrative Group Class	0	9	5	14
	Secretarial and Receptionist Group Class	0	5	3	8
	Teaching Staff Class/Human Resource Class	2	21	6	29
Total		2	38	15	55

##### Analysis/Implication:

The above shows that 38 of the respondents out of 55 have ever been promoted at least first time with a majority of them being Teaching Staff Class.

#### Department Employees are Working Number of Years Worked before being Promoted

##### Crosstab

Count		Number of Years Worked before being Promoted					Total
		0	3 years	4 years	5 years	6 years and more	
Department Employees are Working	0	0	1	0	2	1	4
	Administrative Group Class	4	4	3	1	2	14
	Secretarial and Receptionist Group Class	2	1	4	1	0	8
	Teaching Staff Class/Human Resource Class	5	9	3	7	5	29
Total		11	15	10	11	8	55

At least 15 of the employees got promoted after working 3 years and the highest of this is at the Teaching Staff Class.

#### Department Employees are Working Delay in Promotion Process per the Organisation Policy

**Crosstab**

Count			Delay in Promotion Process per the Organisation Policy			Total
			0	yes	no	
Department Employees are Working	0		0	2	2	4
		Administrative Group Class	4	7	3	14
		Secretarial and Receptionist Group Class	1	4	3	8
		Teaching Staff Class/Human Resource Class	4	9	16	29
Total			9	22	24	55

Though 24 of the respondents said that they have not been a delay in their promotion process but quite a good number of them also said their promotion process delayed.

**Department employees are Working Salary Increased on being Promoted****Crosstab**

Count			Salary Increased as been Promoted			Total
			0	yes	no	
Department Employees are Working	0		1	3	0	4
		Administrative Group Class	3	10	1	14
		Secretarial and Receptionist Group Class	1	5	2	8
		Teaching Staff Class/Human Resource Class	5	19	5	29
Total			10	37	8	55

Majority of the respondents said that their salary got increased when they were promoted and this is 37 of them out of 55, though 10 of this number abstained.

**Department Employees are Working Change in Position when Promoted****Crosstab**

Count			Change in Position when Promoted			Total
			0	yes	no	
Department Employees are Working	0		0	4	0	4
		Administrative Group Class	3	11	0	14
		Secretarial and Receptionist Group Class	1	4	3	8
		Teaching Staff Class/Human Resource Class	4	18	7	29
Total			8	37	10	55

The respondents agreed that their positions changed when they were promoted and this number is 37 out of 55, though 8 abstained.

### Department Employees are Working Still in the same Office on being Promoted

#### Crosstab

Count		Still in the same Office on being Promoted			Total
		0	yes	no	
Department Employees are Working	0	0	2	2	4
	Administrative Group Class	3	8	3	14
	Secretarial and Receptionist Group Class	1	6	1	8
	Teaching Staff Class/Human Resource Class	5	19	5	29
Total		9	35	11	55

Here, majority of the staff who are 35 confirmed that they were still in the same Office on being promoted and this number is out of 55, though 9 did not answer.

### Department Employees are Working Changed in Duties and Responsibilities as been Promoted

#### Crosstab

Count		Changed in Duties and Responsibilities as been Promoted			Total
		0	yes	no	
Department Employees are Working	0	0	3	1	4
	Administrative Group Class	3	9	2	14
	Secretarial and Receptionist Group Class	1	4	3	8
	Teaching Staff Class/Human Resource Class	4	13	12	29
Total		8	29	18	55

Many as 29 of the respondents said their duties and responsibilities were changed as they were promoted.

### Department Employees are Working \* Happy with the Promotion

#### Crosstab

Count		Happy with the Promotion			Total
		0	yes	no	
Department Employees are Working	0	0	4	0	4
	Administrative Group Class	3	10	1	14
	Secretarial and Receptionist Group Class	1	5	2	8
	Teaching Staff Class/Human Resource Class	5	17	7	29
Total		9	36	10	55

Majority of the respondents said they were happy with their promotion which is 36 of them out of 55, though 9 did not indicate their department of work.

### Department Employees are Working \* Discrimination during the Promotion Process

**Crosstab**

Count			Discrimination during the Promotion Process			
			0	yes	no	Total
Department	Employees	are 0	0	3	1	4
Working		Administrative Group Class	3	4	7	14
		Secretarial and Receptionist Group Class	2	3	3	8
		Teaching Staff Class/Human Resource Class	5	10	14	29
Total			10	20	25	55

In fact, 25 of the respondents said they were discriminated against during the promotion process even though 20 of them said they were discriminated against, which is a very close decision, since 10 of them did not indicate their position on this out of 55 in total.

**Department Employees are Working \* Number of times of Promotion achieved****Crosstab**

Count			Number of times of Promotion achieved					
			0	a) 1 time	b) 2 times	c) 3 times	d) 4 times	Total
Department	Employees	are 0	0	2	0	1	1	4
Working		Administrative Group Class	3	5	1	4	1	14
		Secretarial and Receptionist Group Class	2	4	2	0	0	8
		Teaching Staff Class/Human Resource Class	3	8	7	5	6	29
Total			8	19	10	10	8	55

Here, 19 of the respondents had achieved promotion once as the highest, though equal number of them had achieved 2 and 3 times of promotion and that is 10 each respectively.

**Department Employees are Working \* Number of years of Working Relationship with the Employer (Organisation)****Crosstab**

Count			Number of years of Working Relationship with the Employer Total (Organisation)					
			0	Less than 10 years	10 years	15 years	20 years or more	Total
Department	Employees	0	0	2	1	1	0	4
are Working		Administrative Group Class	2	8	2	1	1	14
		Secretarial and Receptionist Group Class	0	6	2	0	0	8

	Teaching Class/Human Class	Staff 2 Resource	15	4	5	3	29
Total		4	31	9	7	4	55

This records shows that 31 of the employees has less than 10 years working relationship with the employer.

### Department Employees are Working \* Familiar with the Organisation Promotion Policy

#### Crosstab

Count		Familiar with the Organisation Promotion Policy			
		0	yes	no	Total
Department	Employees are 0	0	3	1	4
Working	Administrative Group Class	1	10	3	14
	Secretarial and Receptionist Group Class	2	2	4	8
	Teaching Staff Class/Human Resource Class	2	15	12	29
Total		5	30	20	55

The above shows that 30 of the respondents are aware of the organizations promotion policy.

### Department Employees are Working \* Increase in Salary without change in Position

#### Crosstab

Count		Increase in Salary without change in Position			
		0	yes	no	Total
Department	Employees are 0	0	1	3	4
Working	Administrative Group Class	1	6	7	14
	Secretarial and Receptionist Group Class	3	2	3	8
	Teaching Staff Class/Human Resource Class	2	8	19	29
Total		6	17	32	55

Here, 32 of the respondents confirmed that they had increase in salary but no change in Position means without promotion.

### Department Employees are Working \* Salary or Wages or Staff Grade Level has gone up several times but not Promoted



**Crosstab**

Count			Salary or Wages or Staff Grade Level has gone up several times but not Promoted			
			0	yes	no	Total
Department	Employees	are 0	0	2	2	4
Working		Administrative Group Class	0	7	7	14
		Secretarial and Receptionist Group Class	0	4	4	8
		Teaching Staff Class/Human Resource Class	2	12	15	29
Total			2	25	28	55

Majority of the respondents said they haven't had salary or wages or staff grade level gone up several times and this is 28 of them who indicated this. Even though, 25 of them said yes they have seen several times of salary or wages or staff grade level gone up without being promoted.

**Department Employees are Working \* Years of work with the Employer****Crosstab**

Count			Years of work with the Employer					Total
			0	1 to 3 years	4 to 6 years	7 to 9 years	10 and over years	
Department	Employees	are 0	0	1	0	1	2	4
Working		Administrative Group Class	0	4	3	2	5	14
		Secretarial and Receptionist Group Class	1	2	2	2	1	8
		Teaching Staff Class/Human Resource Class	3	5	3	3	15	29
Total			4	12	8	8	23	55

Many of the respondents worked 10 years and over with the employer and this were 23 of them who said this out of 55.

**Department Employees are Working \* First time Position Employed on****Crosstab**

Count			First time Position Employed on						Total
			0	Typist/Receptionist	Telephonist	Secretary	Administrator	Other	
Department	Employees	are 0	0	1	0	2	0	1	4
Working		Administrative Group Class	0	1	1	5	2	5	14
		Secretarial and Receptionist Group Class	0	4	0	0	3	1	8
		Teaching Staff Class/Human Resource Class	2	2	1	1	5	18	29
Total			2	8	2	8	10	25	55

Here, 25 of the respondents indicated that they were first employed in other positions rather than the above listed positions.

### Department Employees are Working \* Current Position

#### Crosstab

Count		Current Position						Total
		0	Typist/Receptionist	Telephonist	Secretary	Administrator	Other	
Department	0	0	2	0	1	0	1	4
Employees	are							
Working	Administrative Group Class	0	1	0	2	6	5	14
	Secretarial and Receptionist Group Class	2	3	0	0	2	1	8
	Teaching Staff Class/Human Resource Class	2	1	4	1	5	16	29
Total		4	7	4	4	13	23	55

Here 23 of the staff indicated that their current positions is other positions and not those labeled above.

### Department Employees are Working \* Satisfied with the Promotion Policy Process in the Organisation

#### Crosstab

Count		Satisfied with the Promotion Policy Process in the Organisation			Total	
		0	yes	no		
Department	Employees	are	0	2	2	4
Working		Administrative Group Class	2	6	6	14
		Secretarial and Receptionist Group Class	3	2	3	8
		Teaching Staff Class/Human Resource Class	5	9	15	29
Total			10	19	26	55

In fact, 26 of the respondents indicated that they are not satisfied with the promotion policy process in the organization.

### Department Employees are Working \* Acquisition of Qualification whiles working with the Employer

#### Crosstab

Count		Acquisition of Qualification whiles working with the Employer			Total	
		0	yes	no		
Department	Employees	are	0	2	2	4
Working		Administrative Group Class	2	8	4	14
		Secretarial and Receptionist Group Class	1	4	3	8

	Teaching Staff Class/Human Resource Class	5	16	8	29
Total		8	30	17	55

Many of the respondents indicated that they have acquired qualification while working with the employer and they are 30 respondents who said this.

### Department Employees are Working \* Level of Qualification Acquired

#### Crosstab

Count		Level of Qualification Acquired						Total
		0	Diploma	certificate	degree	master	professional certificate	
Department are Working	Employees 0	1	3	0	0	0	0	4
	Administrative Class	1	5	1	4	3	0	14
	Secretarial and Receptionist Group Class	3	0	3	2	0	0	8
	Teaching Staff Class/Human Resource Class	3	4	8	8	5	1	29
Total		8	12	12	14	8	1	55

Here, 14 of the respondents acquired degrees where as some acquired diplomas and certificates since they are 12 each who indicated this.

### Department Employees are Working \* Original Qualification before being Employed

#### Crosstab

Count		Original Qualification before Employed						Total
		0	Diploma	certificate	degree	masters	professional certificate	
Department are Working	Employees 0	0	2	1	0	0	1	4
	Administrative Class	1	6	1	3	3	0	14
	Secretarial and Receptionist Group Class	1	4	3	0	0	0	8
	Teaching Staff Class/Human Resource Class	2	8	8	7	1	3	29
Total		4	20	13	10	4	4	55

It is confirmed that 20 of the employees has diploma as their original qualification before they were employed.

### Department Employees are Working \* Initial Basic Salary

#### Crosstab

Count		Initial Basic Salary						Total
	0	GHS100 GHS500	to GHS501 GHS900	to GHS901 GHS1300	to GHS1301 GHS1700	to GHS1701 and above		
Department	0	0	1	2	0	0	1	4
Employees	are							
Working	Administrative Class	Group 0	8	0	4	2	0	14
	Secretarial and Receptionist Class	Group 1	5	1	1	0	0	8
	Teaching Class/Human Class	Staff Resource 4	10	4	7	3	1	29
Total		5	24	7	12	5	2	55

Here, 24 of the respondents' initial basic salary is between GHS100 to GHS500.

### Department Employees are Working Current Basic Salary

#### Crosstab

Count		Current Basic Salary						Total
	0	GHS100 GHS500	to GHS501 GHS900	to GHS901 GHS1300	to GHS1301 GHS1700	to GHS1701 and above		
Department	0	0	1	2	1	0	0	4
Employees	are							
Working	Administrative Class	Group 0	4	2	6	2	0	14
	Secretarial and Receptionist Class	Group 1	4	1	1	1	0	8
	Teaching Class/Human Class	Staff Resource 1	6	6	9	5	2	29
Total		2	15	11	17	8	2	55

Here, 17 of the respondents current basic salary is between GHS901 to GHS1300, though 15 of them basic salary is between GHS100 to GHS500.

## Department Employees are Working \* Reference or Purpose of the Increment of Salary or Wages

### Crosstab

Count		Reference or Purpose of the Increment of Salary or Wages				Total
		0	salary/wage upgrade	promotion	other	
Department Employees are Working	0	0	3	1	0	4
	Administrative Group Class	0	4	6	4	14
	Secretarial and Receptionist Group Class	1	5	2	0	8
	Teaching Staff Class/Human Resource Class	2	8	11	8	29
Total		3	20	20	12	55

Interestingly, the reference or purpose of the increment of salary or wages refers to salary/wage upgrade and promotion since they both had 20 respondents respectively indicating both.

### 5.3 Nonparametric Tests Using Chi-Square on Experts Report on Staff Promotion

#### Test Statistics

	Automatic Staff Promotion Necessity	Staff Staff Promotion refers to Wages Upgrade	Promotion Promotion based on number of Years Worked	Staff Promotion is based on Staff Experience in the Job	Staff Payment of Salary or Wages as a Motivation	Staff promotion or salary upgrade refers to proper appraisal, other assessments and achievement on the job
Chi-Square	8.385 <sup>a</sup>	10.231 <sup>a</sup>	19.923 <sup>a</sup>	15.385 <sup>b</sup>	55.846 <sup>c</sup>	15.538 <sup>c</sup>
df	2	2	2	1	3	3
Asymp. Sig.	.015	.006	.000	.000	.000	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.7.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.0.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5.

#### Analysis/Implication

The analysis is that Automatic Staff Promotion or Necessity, Staff Promotion refers to Salary or Wages Upgrade, Promotion based on number of years of Work, Staff Promotion is based on Staff Experience in the Job, Payment of Salary or Wages as a Motivation, and Staff Promotion or Salary Upgrade refers to proper appraisal, other assessments and achievement on the Job; all has p-value less than 0.05 meaning they are significant in staff promotion within an organization. What this also points out is that staff promotion is Automatic within the institutions.

## Test Statistics

	Promotion based on Availability of Vacancies and Funds by Company	All Employees must be Promoted in an Organisation	Employees in an Organisation based on Long Service in Years	Staff Promotion based on Long Experience on the Job	Staff Promotion after Obtaining Higher Qualification	Staff Promotion based on Continuous Service and Work after first Employed	Promotion on Staff promotion with high Salary Level or Range
Chi-Square	1.923 <sup>a</sup>	8.231 <sup>b</sup>	11.692 <sup>b</sup>	7.538 <sup>c</sup>	11.308 <sup>b</sup>	11.846 <sup>c</sup>	14.308 <sup>c</sup>
df	2	4	4	3	4	3	3
Asymp. Sig.	.382	.083	.020	.057	.023	.008	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.7.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.2.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5.

## Analysis/Implication

The above shows Staff Promotion based on Long Service in Years, Staff Promotion after Obtaining Higher Qualification, Staff Promotion based on continuous Service and Work after first Employed, and Staff Promotion with high Salary Level or Range has p-values < 0.05 which means they are significant in the staff promotion process. But Promotion based on availability of vacancies and funds by company, All Employees must be Promoted in an Organisation, and Staff Promotion based on Staff Experience on the Job; has p-value greater than or equal to 0.05 and this implies that they are subjective to other variables and it means that it is not only due to the what is stated now. There can be more to it applications in the promotion process.

## Test statistics

	Staff Promotion for those who Deserve it	Staff promotion based on Bias	Determinants of Promotion (Promotional Factors)	Staff Promotion by Appraisal System	Staff Promotion based on Automatic Policy	Staff Promotion based on Submitting Application	Staff Promotion based on Long time Assessments
Chi-Square	18.923 <sup>a</sup>	14.000 <sup>a</sup>	16.154 <sup>a</sup>	4.462 <sup>a</sup>	10.923 <sup>b</sup>	17.462 <sup>b</sup>	7.000 <sup>c</sup>
df	3	3	3	3	4	4	2
Asymp. Sig.	.000	.003	.001	.216	.027	.002	.030

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.2.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.7.

## Analysis/Implication

Again, the above named headings such as Staff Promotion for those who Deserve it, Staff Promotion based on Bias, Determinants of Promotion (Promotional Factors), Staff Promotion base on Automatic Policy, Staff Promotion base on Submitting Application, and Staff Promotion based on Long time Assessments all has p-value < 0.05 which means they what the statements are, implies they are significant in promotion. It points out that Staff promotion is for those who Deserve it, it is also biased, it is automatic and also on assessment. But Staff Promotion by Appraisal System has a chi-square of 4.462 and p-value=0.216 which is greater than 0.05 and it means that it is not what it is, there could be more to it than just that. It means Appraisal alone is not enough to warrant promotion; it means other variables has to be employed.

## Test statistics

	Rejection of Promotion	Staff Promotion on Funds	Staff Promotion based on Merits	Staff Promotion based on Department of Work	Job Position or Title
Chi-Square	7.538 <sup>a</sup>	7.846 <sup>b</sup>	12.462 <sup>b</sup>	12.462 <sup>c</sup>	3.615 <sup>d</sup>
df	3	4	4	1	6
Asymp. Sig.	.057	.097	.014	.000	.729

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.2.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.0.

d. 7 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.7.

**Analysis/Implication**

Staff Promotion based on Merits and Department of Work has a p-value < 0.05 and therefore it is what it is. But Rejection of Staff Promotion, Staff Promotion based on Funds, and Job Position or Title all has a p-value greater than or equal to 0.05. This means that they do not portray the true picture but rather they are more variables required in addition to staff promotion.

*5.4 Hypothesis Results*

## Test statistics

	H1: Staff Promotion is misunderstood as a policy statement by some institutions	H2: Staff Promotion is best practice by most institutions	H3: Staff Promotion is the same as Staff Salary Upgrade	H4: Higher or Upgrade in Educational Level acquired during Employment means Readiness for Promotion	H5: Knowledge, experience normally considered for climbing or organizational ladder automatically	H6: Staff promotion means an H7: Succession planning is not the same as staff promotion	
Chi-Square	22.846 <sup>a</sup>	8.385 <sup>b</sup>	13.692 <sup>c</sup>	3.308 <sup>b</sup>	8.385 <sup>b</sup>	6.923 <sup>c</sup>	14.000 <sup>c</sup>
df	4	2	3	2	2	3	3
Asymp. Sig.	.000	.015	.003	.191	.015	.074	.003

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.2.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.7.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5.

**Analysis/Implication**

**H1:** Staff Promotion is misunderstood as a Policy Statement by some Institutions has chi-square of 22.846 and a p-value=0.000 which means it is significant in staff promotion since it is less than 0.05 and therefore no null hypothesis to be abandoned. It affirms the position that some organizations misunderstood the promotion policy statements.

**H2:** Staff Promotion is best practiced by most Institutions has a chi-square of 8.385 and a p-value=0.015, which is less than 0.05 meaning that it is significant in staff promotion.

**H3:** Staff Promotion is the same as Staff Salary Upgrade has a chi-square of 13.692 and a p-value=0.003, meaning that it is also acceptable in the staff promotion process since its p-value is less than 0.05.

**H4:** Higher or Upgrade in Educational Level acquired during Employment means Readiness for Promotion has a chi-square of 3.308 and a p-value=0.191 is not acceptable since the p-value is greater than 0.05. This means that qualification acquired during employment is not a guarantee in staff promotion, it could need more variables to be present.

**H5:** Knowledge, Skills, and Experience are normally considered for promotion or Upgrade of Salary has a chi-square of 8.385 and a p-value=0.015 implies that yes, it is acceptable and it is as it is stated.

**H6:** Staff Promotion means Climbing an Organisational Ladder Automatically has a chi-square of 6.923 and a p-value=0.074, is greater than 0.05 and therefore it is not acceptable meaning that staff promotion is not about automatically climbing the organizational ladder. There is more to it before one is promoted.

**H7:** Succession Planning is not the same as Staff Promotion has a chi-square of 14.000 and a p-value=0.003 is acceptable since it is less than 0.05. This confirms that succession planning is separate from staff promotion.

### 5.5 Frequencies of Attributes or Factors

#### Attributes or factors to be considered for promotion

	Observed N	Expected N	Residual
experience and knowledge gained on the job	25	14.6	10.4
qualification	22	14.6	7.4
leadership skills	20	14.6	5.4
can do ability	20	14.6	5.4
Good interpersonal relations	21	14.6	6.4
commitment to deliver/hardworking	22	14.6	7.4
punctuality	21	14.6	6.4
job enrichment	9	14.6	-5.6
job enlargement	10	14.6	-4.6
whom you know	2	14.6	-12.6
who knows you	2	14.6	-12.6
friendship	1	14.6	-13.6
Total	175		

From the above, it is clear that the major factors that organisations consider in the promotion process are experience and knowledge gained on the job, qualification, leadership skills, can do ability, good interpersonal relations, commitment to deliver/hardworking, and punctuality since they are the highest scores. The least is whom you know, friendship, and who knows you, means that these two factors are not any factors to be considered when conducting staff promotions.

#### Chi-square test (test statistics)

	Attributes or Factors to be considered for Promotion
Chi-Square	62.600 <sup>a</sup>
df	11
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.6.

### Analysis/Implication

The attributes or Factors to be considered for Promotion has a chi-square of 62.600 and a p-value=0.000 which is acceptable, meaning it is important in staff promotion process.

### 6. Conclusion

It is clear that in the secondary findings, that promotion is an organizational system used to predict career change, which is by way of managing, motivating, and rewarding high performing employees to prevent them from leaving or resigning (employee turnover). Promotion is about increase in productivity by employees.



It can be inferred that, staff promotion is the advancement of employees rank or position in an organizational hierarchical system since it is attributable to good performance through positive appraisal (Goblar et al., 2002; Tuwei et al., 2013). Staff Promotion is also about recognition to the organization as a whole which takes effects with change in job position or title. It is generally noted as an increase in pay, power, and responsibility likewise increase in freedom or independence or free from danger.

The secondary sources also indicated that as part of collective agreement, promotion from one rank or position to the another will be based upon the contribution that the staff has made to his/her discipline, department, faculty, and the university at his/her current rank over a period of time. There is usually a committee formed in most organizations to oversee the promotion process in addition to rules, regulations, and procedures as a matter of policy. There are also clear guidelines as to who is eligible for promotion including other guidelines as part of organizational policy as stated by the University of Manitoba.

The research findings, notably the secondary sources revealed that staff promotion is to be posted to a higher grade with the necessary qualifications and has satisfactory performance. Moreover, there is competition when it comes to promotion, since many qualified staff may be invited to interview before such promotion is made as these are stated by the World Health Organization (WHO). It is also clearly stated by Carlton University that, the advancement of its members must be based on their intellectual development and maturity.

Ironically, the Local Government Service (LGS) of Ghana policy document (2007) stated that they are grouped into units for ease of administration of the conditions of service of their staff. In this policy document, it states that promotion into the various grades within the service shall be effected by the appropriate appointing authority. It has it that, the general condition for promotion shall be in accordance with the relevant scheme of service and subject to the availability of vacancies in the grade and based on merit. The effective date of promotion shall not be earlier than the date on which the vacancy became due and such message will be conveyed.

It has been noted in the LGS that all staff is subject to earn annual salary increment depending on job satisfaction and conduct by employer and job performance. It is entrenched that promotion to all grades in all classes is subject to the availability of vacancies and funds. The regulation of the United Nations states that, promotion of staff shall be the necessity of securing the highest standards of efficiency, competence and integrity.

By and large, it can be concluded by saying that staff promotion is an organizational policy whereby the hardworking, good performing, and achieving staff are given the chance to climb the organizational structure upwards in an appropriate form with salary, grade, rank, and level increment to match the higher responsibilities that the staff is promoted to occupy. What is subject for discussion always is the processes and procedures that organizations create in their policy documents, which varies and not unique due to the nature, size, and type of business they operate with or the type of business industry.

What should be pointed clearly is that, staff cannot be promoted if there is no vacancy and if there is any vacancy arisen then it is the hardworking or performing staff who should be promoted either by recommendation of automatic appointment or by conducting interviews on the said employees who are deemed qualified to compete for the promotional vacancy. This means that, staff promotion is not a process or system whereby an organization decides to be promoting its staff after certain number of years of work and contradicting it with a clause that upon a staff passing an interview. Such predefined promotional statements especially are vague in the public sector of an economy because the numbers of recruitment of staff or appointees are in badges and hence are huge to just tailor their promotion policy with just the number of years of services is not a motivational method in practice. Therefore, such practices must be changed for better, if not problems in the government payroll will continue to exist in as much as huge staff will be promoted each year in badges. Such policies are wrongly drafted and need to be changed but also staff constant performance must be tailored towards promotional vacancy, together with a consideration of succession planning where certain expertise is needed. Moreover, staffs who are qualified for promotion must submit an application if the vacancy position is competitive as only one or few are needed. But in relation to the policy statements by LGS and GES, it is tailored towards prescribed set of years of work which automatically qualifies them for promotion and an interview is conducted, is not a good policy because performance is not used to determine who qualify to be promoted but rather entrenched policy on number of years of service. In fact, a staff can work for an employer for many years without a single promotion if that staff is not performing because employment is about fulfillment of responsibility over and above or as expected and which determine can do ability. Also, a staff can work for an employer for many years with one or two promotions because that is what was available and the staff is qualified severally. Henceforth, staff promotion is not for everyone who is employed or engaged by an employer. This is where human resource management department functions are needed to excel by putting in

mechanisms, systems, and measures to identify those who are performing and qualify for promotion when the need arises.

From the primary data findings, it can be concluded that, units or departments employees are working, duration of their work, and first time promotion are significant in the promotion process that determines it. Also, delay in the promotion process per the organization policy, salary increase on staff promotion, and change in position when promoted are all significant to the promotional process since they are relevant to satisfaction. But number of years worked before being promoted is not significant according to the findings which means that one could work even hundred years without being promoted. It could be that certain activities or factors will come to play in the years of work. This could be higher performance and higher education. In fact, the research findings conclude that, the following factors or activities are all significant in the promotion process. They are: one can still be in the same office whiles being promoted, change in duties and responsibilities, satisfied with the promotion, discrimination during the promotion process, number of years worked with the employer, familiar with the organisation's promotion policy, increased in salary without change in position, salary or wages or staff grade level has gone up several times without promotion policy statement status, first time position employed on, current position satisfied with the promotion policy process in an organization. Acquisition of qualification whiles working with the employer, level of qualification acquired, original qualification before being employed, initial basic salary, current basic salary, and reference or purpose of the increment of salary or wage. But it is also clear that, the number of times of promotion achieved within the organization is not guaranteed, meaning that it is of major significance. It is not a promise but it means that a lot more has to be achieved or worked on before such promotion can be succeeded.

Furthermore, the experts' primary data concluded that, all the following are significant in the promotion process. They are automatic staff promotion or necessity, staff promotion refers to salary or wages upgrade, promotion is based on the number of years worked, staff promotion is base on staff experience on the job, payment of salary or wages as a motivation, staff promotion or salary upgrade refers to proper appraisal, other assessments and achievements on the job, staff promotion based on long service in years, staff promotion after acquiring higher qualification, staff promotion based on continuous service and work after first employed, staff promotion with high salary level or range, staff promotion for those who deserve it, staff promotion based on bias, staff promotion base on automatic policy, staff promotion based on submitting application, staff promotion based on based on long time assessments, staff promotion based on merits and department of work.

Ironically, the following factors or activities are not significant to the staff promotion process by the experts' opinion. These are promotion based on availability of vacancies and funds by a company, all employees must be promoted in an organization, staff promotion based on staff experience on the job, staff promotion by appraisal system, rejection of staff for promotion, staff promotion base on funds, and the job position or title. This means that the later are not to be considered as major staff promotion determinants but it must be based on other activities and achievements by the said staff.

From the hypothesis, it is clear that the following hypothesis tested were significant to the staff promotion from the experts', these are: staff promotion is misunderstood as a policy statement by some institutions, staff promotion is best practice by most institutions, staff promotion is the same as staff salary upgrade, knowledge, skills, and experience are normally considered for promotion or upgrade of salary, and succession planning is not the same as staff promotion. But it is also clear that the following are insignificant hypothesis, namely, higher or upgrade in educational level of qualifications acquired during employment, meaning that, readiness for promotion and staff promotion means climbing an organizational ladder automatically. This means that it is not just what it is but rather many more activities and factors come in to play a part.

Finally, the frequencies of attributes or factors for staff promotion are significant to a broader sense such as experience and knowledge gained on the job, qualification, leadership skills, can do ability, good interpersonal relations, commitment to deliver/hardworking, and punctuality. Although, the following are not necessarily a must to consider since it would not or rather have negative impact in the staff promotion process, namely, job enrichment, job enlargement, whom you know, who knows you, friendship. But of course, in the employment process staff relations can be engaged through recommendation by a staff for the process to be effected but just because of friendship that is why a friend is employed. If such is a practice in most organizations then the organisation's risk in endangering the workplace ethics which can cause low productivity and short falls in business objectives.

Advertising for promotion to take place is not a professional practice because the HR Department must have prior information in terms of performance and all the factors that would lead to promoting a qualified staff. This

kind of dynamics is bias hence, would never project good governance practice at the workplace.

## 7. Recommendations

From the research findings and conclusion, here are the recommendation of a study of staff promotion based on staff performance in an organization is not actually featured in this research. Hence, the need for future researchers to research into the efficacies of staff performance as a major factor in determining the promotion of staff. It is clear that, staff promotion is misunderstood by most organizations', therefore; we recommend that all the necessary factors that need to be factored into a policy must be done accordingly. It is not important for an institution to include on its policy the periods of promotion and then also state in the same policy that promotion will be based on vacancies and funds availability. This is not the best practice. What should be established is the type of quality of work and the accomplishment of the job description which of course conforms to performance appraisals. Consequently, since promotion to a higher position means higher salary or wage, and in addition with other remunerations must be consistent with the current status or performance of the institute whether they made profits, increase in shares or revenues are achieved.

In fact, staff promotion cannot just be automatic because it is about the efficiency and effectiveness of the organization business operations and achievements as a whole that will determine the bonuses, salary increase and so on. But as it stands, G.E.S and L.G.S. has a fixed term policy which automatically qualify employees for promotion without taken into consideration what the achievements are and the financial success from their performance. Therefore, another area this research is not able to establish more facts is whether the staff promotion is a major factor of motivation since it is seen as part of it.

From the research, we have seen that years of working relationship with an employer does not mean staff should or must be employed, hence, the need for proper systems should be introduced to put the staff on the spot of performing or achieving results. It is a difficult task when it comes to the teaching staff of G.E.S. and L.G.S. employees structures because one particular title/position and a corresponding level/grade has more than hundreds or thousands of staff. Therefore, the need for the government to reorganize and restructure the whole institutions in that teachers must be teachers as a fixed title/position but the distinction will come as to whether the person is a nursery teacher, primary teacher, secondary teacher, and above all a lecturer/teacher at a tertiary institution or university.

Aside that, we should have professional teachers for professional course programmes. Hence, both the salary and promotion structure can be tailored in this way and this can reduce the burden on the government regarding over expenditure and bloating of the government payroll. This is because they follow automatic promotions formula together with over loaded job titles/positions are not promising because they are bad organizational/institutional policies and procedures.

Such is not good human resource utilization as practice. In this case, the government is introducing some kind of sieving method whereby, only the hardworking once will have the opportunity to excel from their basic position. This means that government as the institution must not see staff promotion as a major motivating factor by rewarding employees but rather should rely on stringent factors that will continually determine the best performers. Also, political rewards or awards must be disassociated from the professional practice since they are separable factors in determining competence at work and achieving best human resource management.

Performance appraisal is mostly seen as bias, so, it is the same thing that has confirmed in this research that there is discrimination during the promotion process. Therefore, government has to ensure that there is some kind of trust, clear, and transparency when it comes to staff promotion in these institutions. In fact, government has to go by this definition that staff promotion is the process by which employees can be grown, upgraded and transformed into a higher position with higher responsibilities when the opportunity arises either by creation or availability of a vacant position. This will mean that promotion is not automatic because initial employment agreement or terms of contract by company policy is the one that is binding, the rest of the motivational policies are for satisfaction and motivational purposes aimed at reducing employees turnover.

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