



## PRINCIPALS' MOTIVATIONAL PRACTICES AS CORRELATE OF SECONDARY SCHOOL TEACHERS' JOB EFFECTIVENESS AMONG FEDERAL UNITY COLLEGES IN NORTH-EAST, NIGERIA

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### **Abstract**

*The study examined principals' motivational practices as correlate of secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria. Two research purposes, two research questions and two null hypotheses guided the study. The study adopted correlational research design. The population of the study consisted of all the one thousand and sixteen (1016) teachers, in all the 15 Federal Unity Colleges in North-East, Nigeria (except Federal Science and Technical College, Lassa, Borno State, which could not be accessed due to insurgent activities. Thus, 14 schools were used). Five hundred and nine (509) teachers, from 7 secondary schools, in 4 states served as sample for the study. The sample was selected through multi-stage sampling procedure. The instrument for data collection was two researcher-designed questionnaires titled 'Principals' Motivational Practices Questionnaire (PMPQ) and 'Teachers' Job Effectiveness Questionnaire (TJEQ). The questionnaires were validated by three experts, two from Educational Administration and Planning and one from Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained using test-retest method. The data generated from the test was analyzed using Pearson Product Moment Correlation Coefficient, which yielded reliability coefficients of 0.92 for PMPQ and 0.78 for TJEQ respectively and were esteemed to be reliable. Data generated from the study was analyzed using mean and standard deviation and Pearson Product Moment Correlation Coefficient (PPMC) to answer the research questions, while Linear Regression statistics was used to test all the null hypotheses at 0.05 level of significance. The results of the study revealed that principals' job enrichment practice and job security practice all had significant relationship with secondary school teachers' job effectiveness. The study thus concluded that principals' motivational practices significantly relate to secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria. Based on the findings, it was recommended among others that the Federal Ministry of Education, as a supervisory body should enlighten school principals on the need to make teachers' job more interesting, meaningful, and challenging through job enrichment. This can increase the opportunities for teachers in the Unity Colleges to experience feelings of responsibility, achievement, growth, and recognition, and also reduce the routinization of tasks, which lead to boredom.*

**Keywords:** Motivation, motivational Practices, Job Effectiveness, Federal Unity Colleges



## **Introduction**

Education is not just a tool for imparting knowledge, but a foundational pillar for imparting needed skills to the young generation. This impartation is carried out by teachers at various levels of education. It is expected therefore that since teachers are the vehicle through which knowledge is transmitted to the learners, issues bothering on their welfare and well-being should never be toyed with. By implication, teachers are expected to be treated right so they can be in their best frame of mind to perform their jobs. This job performance underscores the ability of the teachers to deliver on their mandate of imparting knowledge to learners. When teachers perform their jobs as expected with desired results, it becomes a mark of effectiveness in their jobs.

Teachers' job effectiveness manifests in various ways such as: knowledge of the subject matter, skills, and competencies in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. It entails the extent to which teachers perform their assigned instructional duties of teaching and modification of learners' behaviour. Strong et al. cited in Agusiobo and Okonkwo (2018) defined teacher effectiveness as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement. An effective teacher can be judged based on his/her attitude towards the classroom, high expectations of students' achievement, lesson clarity, effective time management, ability to use different teaching methods, proper classroom management, high level of punctuality, decent dressing attitudes, subject mastery, effective communication skills, among others. However, it has been observed that the effectiveness of teachers at various level of educational system in Nigeria has become questionable especially at the secondary level (Osegbue et al. 2018). The ineffectiveness of teachers has been attributed to many factors such as poor remuneration, poor conditions of service, lack of school facilities, poor career development, poor motivation, among others. Since teachers are the pivot round which the educational system rotates, adequate attention should be given to them. One of the ways by which teachers can be given adequate attention according to scholars is through getting involved in motivation of the teachers by the secondary school principals (Agu & Manafa, 2021, Owan, 2018).

Motivation according to Ejiogu and Ogonor (2016) enables management to direct employees' energy towards maximum achievement of goals and objectives of the organization. It is the inner drive that pushes individuals towards an action, for the purpose of achieving set goals. In the field of education, motivation is a management function that stimulate staff towards accomplishing laid down institutional goals for academic productivity and institutional growth. Motivation as used by the school principal is aimed at enhancing teaching staff functions for effective lesson delivery and better job performance in secondary schools (Francis, 2016). The principal as the administrative head of the secondary school must have various motivational strategies in his/her kitty to engender effective performance from his teachers. Therefore, for teachers to perform very well there must be effort to motivate them by the secondary school principals using different motivational practices.

Motivational practices are various techniques that can be used to induce, encourage and stir employees in any organization to put in their very best in the discharge of their duties. Principals' motivational practices are meant to enhance teachers' commitment to their various duties. This is based on the belief that motivated teachers are more likely to motivate students towards academic involvement in the classroom, ensure the implementation of educational reforms and attainment of 21st century skills (Madumere-Obike et al. 2013). However, it has been observed that most secondary school principals in Nigeria (including those of Federal Unity Colleges in North-East, Nigeria) hardly get involved in motivation of teachers. Observation from visits to these schools by the researchers revealed that some of the staff rooms are not conducive, there was lack of teaching materials, at times, salaries are not promptly paid and some principals were autocratic, among others. Hence, teachers prefer to teach in extra moral classes than the normal school lesson, shy away from their duties, prefer to do other businesses than their teaching job and coming late to school. These could lead to poor performance of the students. Wani (2022) observed that efficient and effective management of school system lies in the abilities of principals to put in place motivational practices that would ensure job effectiveness.



By and large, motivation of teachers could be in form of professional needs like career advancement programme or well-articulated in-service training, attending sponsored workshops, seminars, sharing of teaching materials to the staff, provision of well-furnished offices, job enrichment, promotion as at when due, advancement in salary scale, job security, welfare packages, professional development, conducive work environment, bonus paid, among others (Nwachukwu, 2014, Aluede, 2019). Also, Nwachukwu (2014) posited that principals' motivational practices should include provision of welfare packages, professional development, job security, conducive environment, adequate teaching materials and provision of good leadership behaviour geared towards boosting teachers' job effectiveness. However, for the purpose of this study, the motivational practices focused on include: job enrichment and job security.

Job enrichment practice refers to the process of reviewing and recreating an existing job role and its related activities and responsibilities to make it more attractive and skillful for teachers. Omolewa (2018) affirmed that the concept of job enrichment has become a fundamental tool for principals to motivate teachers. Job enrichment occurs when the principal through development and intensification, place extra amount of work on teachers with the aim of making it more interesting, meaningful and challenging. In other words, jobs are enriched to motivate teachers by adding to the responsibilities with a greater need for skill varieties in jobs. Davoudi (2013) observed that the increasing alienation of workers from their jobs is creating a serious human relations problem. The researchers also observed that most principals of secondary schools, including those in Federal Unity Colleges in North-East, Nigeria still get involved in the traditional practice of dividing work into many components, and assigning each component to a separate teacher without diversifying the school activities so the teachers can participate in other school activities. This could result in monotony of work and boredom, and consequently poor job delivery. This study therefore investigated the relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

Several Studies have been conducted on the intersection between job enrichment as a motivational variable. Ezenwagu et al. (2023) investigated principals' job enrichment practices as predictors of teachers' quality instructional delivery in secondary schools in Rivers State, Nigeria and found that there is a significant high positive prediction between principals' job enrichment practice and teachers' instructional delivery in secondary schools in Rivers State, Nigeria. Similarly, Nwokonko (2023) carried out research on job enrichment strategies for teachers' instructional task performance in Abia State, Nigeria, and discovered among others that, job enrichment strategies improved teachers' instructional task performance in secondary schools in Abia State through: creating conducive teaching environment, establishing good service condition for teachers, maintaining regular promotion of teachers among others. In the same vein, Ekezie and Ibara (2023) investigated job enrichment strategies for teachers' commitment to duty in public senior secondary schools in Rivers State and found that is a positive relationship between job enrichment and the teachers' commitment to duty as three variables tested: job autonomy, skill variety and job rotation with teachers' commitment to duty in public senior secondary schools in Rivers State. Thomas (2017) conducted research on impact of job enrichment on teachers' job effectiveness in Public Senior Secondary School in Birnin Gwari Educational Zone, Kaduna State, Nigeria. The finding revealed that job enrichment practice of principals significantly related to teachers' job effectiveness in public secondary schools in Birnin Gwari Educational Zone, Kaduna State, Nigeria. The studies reported share similarities and differences in with the present study in terms of focusing on job enrichment as a motivational variable, design, location, methodology and dependent variables used.

Job security practice is linked with a sense of knowing that one's job is safe from threats. It is an assurance that one will be able to work in current employment for the foreseeable future. Job security comes with a feeling of protection against things like layoffs, economic downfalls, and other factors that could impact employment. Francis (2017) averred that job security makes a teacher feel valued when he/she feels secured on the job. Therefore, it is expected that school principals ensure job security



whereby teachers feel recognized as humans first, and school teachers second. However, the researchers observed that most secondary school principals, including those of Federal Unity Colleges in North-East, Nigeria are fond of using threats of dismissal from work, threats of delay in promotion, downgrading, among others as punitive measures. This may lead to prolonged anxiety, anger and burnout, which could negatively impact on teachers' mental well-being and physical health. This study therefore sought to investigate the relationship between principals' job security practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

Several studies have also been conducted using job security as a motivational variable. Olobia (2023) investigated the correlation between job security and teacher retention in private and public secondary schools in Delta State and found that job security had a beneficial impact on the ability of teachers to remain in their positions. Paul et al. (2022) investigated influence of teachers' job security practices on teacher retention in public primary schools in Machakos County, Kenya and discovered a significant relationship between teachers' job security and their retention. Udu et al. (2022) investigated the relationship between motivation and job performance of Secondary School teachers in Ebonyi State with particular attention to Senior Secondary Schools in Abakaliki Local Government Area and found that a significant positive relationship between job security and teachers' commitment to duty. Dumfeh and Hunsakar (2020) carried out a study on the effect of job security on the commitment of teachers in the Cape Coast Metropolis of Ghana. The findings revealed that job security had significant influence on all four dimensions of organizational commitment as well as career satisfaction. The studies reported share similarities and differences in with the present study in terms of focusing on job security as a motivational variable, design location, methodology and dependent variables used.

From the foregoing, principals' motivational practices are incentive packages provided to encourage teachers towards excellence in their jobs. In recent times, teachers' Job effectiveness in secondary schools in Nigeria has occupied the front burner among the government and other relevant stakeholders and the Unity Colleges are not left out. Reports revealed that most teachers are lukewarm and unserious in the discharge of their duties (Osegbue, et al, 2018). The researchers have observed with dismay that some of the teachers are inconsistent to work, rarely report to school and classes on time and are often found exhibiting poor attitudes towards their job delivery which may consequently lead to poor academic performance among students. The researchers' interaction with some of the teachers in the Unity Colleges in North-East, Nigeria revealed that some of them are not happy and they have various complaints which include: delayed promotion, unpaid arrears, denial of staff development programmes, poor working conditions, insecurity, among others. These are capable of truncating the realization of objectives of secondary education and teaching of 21st century skills. However, there is still a paucity of literature as to whether principals of Unity Colleges in North-East, Nigeria, use relevant motivational practices to promote teachers' job effectiveness across the Unity Colleges or otherwise. It is against this background that this study examined principals' motivational practices as correlate of secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

### **Statement of the Problem**

In the secondary school system, the principal is saddled with the responsibility of coordinating the activities of the school. The principal is a professional leader who coordinates every activity of the school and motivates all staff, especially the teachers for enhanced job effectiveness. If the teachers are not well motivated, the effectiveness in instruction could be adversely affected and the realization of objectives of secondary education may be marred.

Principals' motivational practices are expected to include necessary activities to improve the conditions surrounding teachers' job delivery. However, lack of motivation or wrong choice of motivational practices may manifest in teachers' unwillingness to actively participate in school activities, poor attendance, unexpected absence, late coming, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them, unnecessary arguments with colleagues, among





others. This could lead to challenges in realizing the objectives of secondary education as a whole. It has been observed that most secondary school principals in Nigeria (including those of Federal Unity Colleges in North-East, Nigeria) hardly get involved in motivation of teachers. Observation from visits to these schools by the researchers revealed that some of the staff rooms are not conducive, there was lack of teaching materials, at times salaries are not promptly paid and some principals were autocratic, among others. Hence, teachers prefer to teach in extra moral classes than the normal school lesson, shy away from their duties, prefer to do other businesses than their teaching job and coming late to school.

It has further been observed that one of the ways by which teachers could be given adequate attention according to scholars is through getting involved in motivation of the teachers by the secondary school principals especially those in Federal Unity Colleges in North-East, Nigeria, where there have been several reports of attacks of Boko-Haram sects (insurgency) on educational facilities and school personnel especially teachers. Thus, there is every need to provide the teachers with wholesome experience using motivational practices. This study therefore examined the relationship between principals' motivational practices of job enrichment and job security. They were studied in relation to teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate the relationship between principals' motivational practices and teachers' job effectiveness among Federal Unity Colleges in North-Eastern States of Nigeria. Specifically, the study sought to;

- i. Examine the relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity colleges in North-East, Nigeria.
- ii. Determine the relationship between principals' job security practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

### **Research Questions**

The following research questions were raised to guide this study:

- i. What is the relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria?
- ii. How does principals' job security practice relate to teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria?

### **Statement of Hypotheses**

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

**H<sub>02</sub>:** Principals' job security practice does not significantly relate to teachers' job effectiveness among Federal Unity Colleges in North- East, Nigeria.

### **Methodology**

The study examined principals' motivational practices as correlate of secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria. Two research purposes, two research questions and two null hypotheses guided the study. The study adopted correlational research design. The population of the study consisted of all the one thousand and sixteen (1016) teachers, in all the 14 Federal Unity Colleges in North-East, Nigeria (with the exception of Federal Science and Technical College, Lassa, Borno State, which could not be accessed due to insurgent activities). Five hundred and nine (509) teachers, from 7 secondary schools, in 4 states served as sample for the study. The sample was selected through multi-stage sampling procedure. The instrument for data collection was two researcher-designed questionnaires titled 'Principals' Motivational Practices Questionnaire



(PMPQ) and ‘Teachers’ Job Effectiveness Questionnaire (TJEQ). The questionnaires were validated by three experts, two from Educational Administration and Planning and one from Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained using test-retest method. The data generated from the test was analyzed using Pearson Product Moment Correlation Coefficient, which yielded reliability coefficients of 0.92 for PMPQ and 0.78 for TJEQ, which were esteemed to be reliable. Data generated from the study was analyzed using mean and standard deviation and Pearson Product Moment Correlation Coefficient (PPMC) to answer the research questions. The decision rule for the questionnaire items was 2.50. This means that items that are rated 2.50 and above were accepted as agreed, while items rated less than 2.50 were rejected. Thus, 3.50 - 4.00 was for Strongly Agreed (SA), 2.50 – 3.49 was for Agreed (A), 2.00-2.49 for Disagreed (D), while 0.00 -1.99 stood for Strongly Disagreed (SD). Also, Linear Regression statistics was used to test all the null hypotheses at 0.05 level of significance. The decision rule was: if the calculated F statistic exceeds the critical F statistic at 0.05 level of significance, the null hypothesis was accepted, but if critical F statistic exceeds the calculated F statistic at 0.05 level of significance, the null hypothesis was rejected. All the hypotheses were tested at 0.05 level of significance.

## RESULTS

### Research Questions

**Research Question One:** What is the relationship between principals’ job enrichment practice and teachers’ job effectiveness among Federal Unity Colleges in North-East, Nigeria?

**Table 1a: Mean Ratings of Respondents with Regard to Principals’ Job Enrichment**

Practice		Response							
s/n	Item description	SA	A	D	SD	Sum	X	Std.D	Dec
<b>CLUSTER A: Principals’ Job Enrichment Practice.</b>									
<b>My Principal:</b>									
1	Gives me challenging responsibilities to make me more knowledgeable in my job.	372	723	246	52	1393	2.74	0.875	<b>A</b>
2	Encourages more development of skill acquisition in my job to make me more effective.	152	636	362	78	1228	2.41	0.836	<b>D</b>
3	Often increases my job duties to engender more effort from me.	232	618	284	103	1237	2.43	0.938	<b>D</b>
4	Encourages continuous additional tasks to enhance my job effectiveness.	252	387	464	85	1188	2.33	0.898	<b>D</b>
5	Often delegates responsibilities to me to make me more skillful in my job.	200	570	356	91	1217	2.39	0.891	<b>D</b>
6	Seeks for constant feedback on delegated responsibilities to ensure that jobs are done appropriately.	208	372	446	110	1136	2.23	0.903	<b>D</b>
7	Gives me the required freedom to carry out assigned tasks with discretion.	252	453	304	143	1152	2.26	1.00	<b>D</b>
8	Often assigns me responsibilities in different job settings to engender more confidence in me.	120	546	338	128	1132	2.22	0.892	<b>D</b>



9	Ensures that I acquire different skills from participating in various school activities.	244	399	216	207	1066	2.09	1.068	<b>D</b>
10	Encourages job rotation to enable me to develop higher task ability.	576	417	274	89	1356	2.66	1.068	<b>A</b>
<b>Cluster Mean</b>							<b>2.38</b>	<b>.958</b>	<b>D</b>

**Source: Field Survey, 2025**

From the table of statistics in table 1 above on how principals' job enrichment practice relates to secondary school teachers' job effectiveness in Federal Unity Schools in North-East, Nigeria, the mean rating and standard deviations of the respondents are presented. Eight of the mean scores of respondents are below the acceptance level of 2.50 as respondents disagreed with majority of the items. The final cluster mean score of 2.38 and standard deviation of 0.958 were realized. This implies a low rating for principals' job enrichment practice in Federal Unity Colleges in North-East, Nigeria.

**Table 1b: Mean Ratings of Respondents with Regard to Teachers' Job Effectiveness**

s/n	Item description	Response							
	As a teacher, I:	SA	A	D	SD	Sum	X	Std.D	Dec
1.	am proficient in the use of appropriate teaching aids for effective lesson delivery.	252	387	464	85	1188	2.33	0.898	<b>D</b>
2.	Can teach using various teaching methods for effective teaching/learning.	120	411	456	114	1101	2.16	0.839	<b>D</b>
3.	often teach students with well-prepared lesson notes for good lesson delivery.	232	618	284	103	1237	2.43	0.938	<b>D</b>
4.	always encourage team work among students to ginger them to learn effectively.	332	603	312	69	1316	2.59	0.917	<b>A</b>
5.	often use good classroom management skills to maintain conducive learning environment.	236	561	350	88	1235	2.43	0.908	<b>D</b>
6.	have learnt how to fabricate relevant instructional materials for lessons.	208	372	446	110	1136	2.23	0.903	<b>D</b>
7.	am equipped with modern pedagogical skills for effective teaching.	136	288	584	87	1095	2.15	0.778	<b>D</b>
8.	am always regular to school/ classes for effective teaching.	120	546	338	128	1132	2.22	0.892	<b>D</b>
9.	always get involved in extra-curricular activities in the school to encourage the students to do same.	244	399	216	207	1066	2.09	1.068	<b>D</b>
10.	always keep to the rule of time tabling during lessons.	576	417	274	89	1356	2.66	1.068	<b>A</b>
11.	often encourage students to engage in healthy competitions in the class to make them do well in classes.	412	474	332	82	1300	2.55	0.988	<b>A</b>
12.	often meet deadlines for submission of results after each semester examination	148	255	548	113	1064	2.09	0.82	<b>D</b>
13.	am ready to accept extra responsibilities.	144	294	588	81	1107	2.17	0.778	<b>D</b>
14.	am comfortable in the use of appropriate reinforcement for quality lesson delivery.	268	546	314	103	1231	2.42	0.956	<b>D</b>
15.	always evaluate students after lesson delivery.	200	570	356	91	1217	2.39	0.891	<b>D</b>
16.	always prepare adequate content before entering the class to bring about quality teaching.	612	378	332	64	1386	2.72	1.027	<b>A</b>



17.	often give students notes for personal consumption after each lesson.	148	264	578	95	1085	2.13	0.796	<b>D</b>
18.	am tactful in handling disciplinary problems in the classroom.	124	411	406	138	1079	2.12	0.878	<b>D</b>
19.	have developed skills for assessing students after each lesson delivery.	252	453	304	143	1152	2.26	1.003	<b>D</b>
20.	often encourage students to embark on self-study through counseling.	736	522	218	42	1518	2.98	0.952	<b>A</b>
21.	maintain healthy interpersonal relationship with students.	184	315	442	137	1078	2.12	0.908	<b>D</b>
22.	deliver lessons confidently due to knowledge of content area.	120	351	472	126	1069	2.10	0.839	<b>D</b>
23.	always meet deadlines for submission of results.	116	480	366	137	1099	2.16	0.887	<b>D</b>
24.	am comfortable in the use of appropriate use of reinforcements for quality learning.	200	363	472	102	1137	2.23	0.882	<b>D</b>
25.	always check students' note books to ensure that they copy the lessons correctly.	240	369	448	102	1159	2.28	0.916	<b>D</b>
<b>Cluster Mean</b>							<b>2.32</b>	<b>.939</b>	<b>D</b>

**Source: Field Survey, 2025**

To measure teachers' job effectiveness, table 1b shows that 20 of the items were rated below the criterion mean of 2.50. Five out of the 25 items were however rated above the criterion mean score of 2.50. Eventually, a grand mean of 2.32 and standard deviation of .939 was realised, which is below the criterion mean of 2.50 for acceptance level. This implies that the respondents rated teachers' job effectiveness due to principals' motivational practices as low.

**Table 1c: Correlations Between Job Enrichment Practice and Teachers' Job Effectiveness**

<b>Correlations</b>			
		<b>Job</b>	
		<b>Effectiveness</b>	<b>Job Enrichment</b>
Pearson Correlation	Job Effectiveness	1.000	.618
	Job Enrichment	.618	1.000
Sig. (1-tailed)	Job Effectiveness	.	<.001
	Job Enrichment	<.000	.
N	Job Effectiveness	509	509
	Job Enrichment	509	509

From the r value of 0.618, there is strong suggestive evidence that principals' job enrichment practice ( $x = 2.38$ ;  $SD = 0.958$ ) and teachers' job effectiveness ( $x = 2.32$ ;  $SD = 0.939$ ) have a positive relationship. There are similar low rating values of below 2.50 on both variables.

**Research Question Two:** How does principals' job security practice relate to teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria?





**Table 2a: Mean Ratings of Respondents with Regard to Principals' Job Security Practice**

s/n	Item description	Response							
		SA	A	D	SD	Sum	X	Std.D	Dec
<b>CLUSTER C: Principals' job security practice.</b>									
<b>My Principal:</b>									
11	Guarantees the safety of my job in this institution to engender my commitment to tasks.	120	411	456	114	1101	2.16	0.839	<b>D</b>
12	often serves letters of threats to teachers in my school.	412	474	332	82	1300	2.55	0.988	<b>A</b>
13	Has made me lose interest in my job due to unfair disciplinary measures.	144	294	588	81	1107	2.17	0.778	<b>D</b>
14	Often mets out incessant disciplinary measures to members of staff.	236	561	350	88	1235	2.43	0.908	<b>D</b>
15	Always give undeserved query to teachers at the slightest provocation.	332	603	312	69	1316	2.59	0.917	<b>A</b>
16	Has made me to develop job phobia due to threats of dismissal.	264	588	290	102	1244	2.44	0.953	<b>D</b>
17	Has discouraged me from taking initiatives in my job due to fear of getting a query.	148	264	578	95	1085	2.13	0.80	<b>D</b>
18	Has made me want to stay on my job due to assurances of job security.	136	288	584	87	1095	2.15	0.778	<b>D</b>
19	Ensures safe working environment for staff through putting in place adequate security measures.	148	255	548	113	1064	2.09	0.82	<b>D</b>
20	Often assures teachers in my school of their job retention.	736	522	218	42	1518	2.98	0.952	<b>A</b>
<b>Cluster Mean</b>							<b>2.37</b>	<b>.91</b>	<b>D</b>

*Source: Field Survey, 2025*

Table 2a shows the mean ratings of respondents on how principals' job security practice. Mean scores and standard deviations are presented, showing that respondents strongly disagreed with 7 out of the 10 items. On the other hand, respondents were in agreement to three items, with mean scores of 2.55 (SD = .988), 2.59 (SD = .917) and 2.98 (SD = .952), leading to a final mean rating on this cluster of 2.37 (SD = 0.91), indicating that respondents rated principals' job security practice low.

**Table 2b: Correlations Between Principals' Job Security Practice and Teachers' Job Effectiveness**

		Correlations	
		Job	
		Effectiveness	Job Security
Pearson Correlation	Job Effectiveness	1.000	.613
	Job Security Practice	.613	1.000
Sig. (1-tailed)	Job Effectiveness	.	<.001
	Job Security Practice	<.001	.
N	Job Effectiveness	509	509
	Job Security Practice	509	509

The r value of 0.613 shows that there is strong evidence that job security practices ( $x = 2.37$ ; SD = 0.91) and teachers' job effectiveness ( $x = 2.32$ ; SD = 0.939) are positively related. As one variable decreases, so also does the other. This implies a relationship does exist between the two variables in a positive direction as low scores on the independent variable is equally seen on the dependent variable.

### Hypothesis Testing



**Null Hypothesis One:** There is no significant relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

**Table 3: Regression Analysis Showing Significance of Relationship Between Principals' Job Enrichment Practice and Secondary School Teachers' Job Effectiveness**

Descriptive Statistics			
	Mean	Std. Deviation	N
Job effectiveness	2.32	.939	509
Job enrichment practice	2.38	.958	509

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618	.382	.381	.21377

a. Predictors: (Constant), Job enrichment practice

b. Dependent Variable: Job effectiveness

\*\*R is significant at the 0.05 level (2-tailed)

#### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.331	1	14.331	313.598	.000
	Residual	23.170	507	.046		
	Total	37.501	508			

a. Dependent Variable: Job Effectiveness

b. Predictors: (Constant), Job enrichment practice

**Source: Researcher's Analysis, IBM SPSS Statistics, 2025**

From the table of hypothesis testing above (table 3), the predictive relationship between principals' job enrichment practice and teachers' job effectiveness was examined with a simple linear regression model. A dataset comprising 509 respondents was analysed, correlating values for job enrichment practice ( $x = 2.38$ ;  $SD = .958$ ) to job effectiveness values ( $x = 2.32$ ;  $SD = .939$ ). Simple linear regression shows a significant model ( $F(1,507) = 313.598$ ,  $p < 0.05$ ,  $R = 0.618$ ). There is a very strong and positive relationship between the variables being tested. In addition to that,  $R^2 = .382$ , which indicates the coefficient of determination, it suggests that principals' job enrichment practice accounts for approximately 38.2% of teachers' job effectiveness in the study area. Based on the decision rule, which states that p-values less than 0.05 give enough reason to reject null hypothesis, therefore the null hypothesis which states that job enrichment practice has no significant relationship with secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria is rejected and the alternate hypothesis accepted. Thus, there is significant relationship between principals' job enrichment practice and teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

**Null Hypothesis Two:** Principals' job security practice does not significantly relate to teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

**Table 4: Regression Analysis Showing Significance of Relationship Between Principals' Job**



## Security Practice and Teachers' Job Effectiveness

Descriptive Statistics			
	Mean	Std. Deviation	N
Job effectiveness	2.32	.939	509
job security practice	2.37	.910	509

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613	.376	.374	.21490

a. Predictors: (Constant), job security practice

b. Dependent Variable: Job effectiveness

\*\*R is significant at the 0.05 level (2-tailed)

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.086	1	14.086	305.001	.000
	Residual	23.415	507	.046		
	Total	37.501	508			

a. Dependent Variable: Job Effectiveness

b. Predictors: (Constant), job security practice

**Source: Researcher's Analysis, IBM SPSS Statistics, 2025**

From table 4 above, which tests hypothesis 2, the relationship between principals' job security practice and teachers' job effectiveness was analysed with a linear regression model. A dataset of 509 cases was analysed, relating obtained values for job security practice ( $x = 2.37$ ;  $SD = .910$ ) to job effectiveness values ( $x = 2.32$ ;  $SD = 0.939$ ). Linear regression indicates a significant model ( $F(1,507) = 305.001$ ,  $p < 0.05$ ,  $R = 0.613$ ). There is significant positive relationship between the variables being tested. Furthermore, the coefficient of determination  $R^2 = .376$ , suggesting that job security practice accounts for approximately 37.6% of teachers' job effectiveness in Federal Unity Colleges in North-East, Nigeria. Further inference is drawn based on the decision rule which states that p-values greater than 0.05 is enough evidence to accept null hypothesis and reject alternate. The p-value in the above table is less than 0.05, and therefore the null hypothesis which states that principals' job security practice does not significantly relate to teachers' job effectiveness in Federal Unity Colleges in North-East, Nigeria is rejected and the alternate hypothesis accepted. Thus, principals' job security practice significantly relates to teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

## Discussion of Findings

The discussions of findings are done based on the variables of the study.

### Relationship Between Principals' Job Enrichment Practice and Teachers' Job Effectiveness Among Federal Unity Colleges in North-East, Nigeria

The mean ratings and standard deviations by respondents on the relationship between principals' job enrichment practice and teachers' job effectiveness in Federal Unity Schools in North-East, Nigeria revealed that principals' job enrichment practice was rated low in Federal Unity colleges in North-East, Nigeria. By regressing the numbers for job enrichment against the dependent variable (teachers' job effectiveness), a strong positive relationship between principals' job enrichment practice and teachers' job effectiveness was established. This implies that principals' low rating on job enrichment practice was also evident in low teachers' job effectiveness in Federal Unity Colleges in North-East, Nigeria.



There is therefore significant relationship between principals' job enrichment practice and secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

The findings align with those of Ezenwagu et al. (2023), who discovered significant high positive prediction of motivational variable of job enrichment on teachers' instructional delivery in secondary schools in Rivers State, Nigeria. The finding also affirms that of Nwokonko (2023), who found that job enrichment strategies improved teachers' instructional task performance in secondary schools in Abia State, Nigeria. The finding resonates with that of Ekezie and Ibara (2023), who found significant relationship between job enrichment and teachers' commitment to duty in secondary schools in Rivers State, Nigeria. The finding also concurs with that of Thomas (2017), who found that job enrichment practice relates to teachers' job effectiveness in Birnin Gwari Education Zone, Kaduna State, Nigeria.

The researchers submit that evolving trends in organizational management require that school principals redesign teachers' jobs in a way that increases the opportunities for workers to experience feelings of responsibility, achievement, growth, and recognition. Failing to do this, principals may keep teachers and the organization stuck in routinization and excessive job specialization which was a common trait of scientific management. Underutilization of human capacity as well as the mechanization of workers are common drawbacks of failing to practice job enrichment by principals. Emphasis on job enrichment is explained by Job Characteristics Theory of Hackman and Oldham (1976), which among others, identifies skill variety, involving the use of a number of different skills and talents of the person. Taking cognizance of job enrichment practices holds potential for better job performance and effectiveness among teachers in Federal Unity Colleges in North-East Nigeria.

### **Relationship Between Principals' Job Security Practice and Secondary School Teachers' Job Effectiveness Among Federal Unity Colleges in North-East Nigeria.**

Mean average ratings and standard deviation scores showing relationship between principals' job security practice and secondary school teachers' job effectiveness in Federal Unity Colleges in North-East Nigeria showed that the use of job security practice by principals to motivate teachers was below acceptable level and corresponding also with teachers' job effectiveness. Comparing the mean scores of both variables using linear regression, principals' job security practice and teachers' job effectiveness revealed a strong, positive and linear relationship. Thus, principals' job security practice significantly relates to secondary school teachers' job effectiveness among Federal Unity Colleges in North-East, Nigeria.

The finding is congruent with that of Olobia (2023), who found that job security had a beneficial impact on the ability of teachers to remain in their positions in Delta State, Nigeria. It also resonates with the finding of Paul et al. (2022), who identified a relationship between teachers' job security and their retention in public primary schools in Machakos County, Kenya. The finding also agrees with that of Udu et al. (2022), who found a significant positive relationship between job security and teachers' commitment to duty in Abakaliki Local Government Area, Ebonyi State, Nigeria. It further aligns with the finding of Dunfeh and Hunsakar (2020) who discovered that job security has significant influence on organizational commitment in Cape Coast Metropolis, Ghana.

The researchers' submission is that Job security is a very obvious part of the postulations of Fredrick Herzbergs' Two-Factor Theory of Motivation, especially as it identifies those factors that cause job dissatisfaction to include working conditions, interpersonal relation (with peers, subordinates and supervisors), status, job security, salary, personal life, among others. The emergent realities in insecure environments have been accompanied by massive attrition rates in educational work spaces, leaving modern educational administrators to explore ways to guarantee job stability for the remaining teachers in those environments. Thus, teachers' job security remains a significant factor which makes many teachers seek for change of stations. A key factor, therefore, to teacher intention to stay, serve positively and perform willingly is to offer job security.



## Conclusion

Based on the data presentation, analyses and the findings of this study, the study concluded that principals' motivational practices significantly correlate with secondary school teachers job effectiveness among Federal Unity Colleges in North-East, Nigeria. This implies that principals' use of motivational variables of job enrichment and job security relates to teachers' job effectiveness. Thus, when principals effectively deploy these motivational variables in their schools, they will engender effective job performance among the teachers.

## Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. The Federal Ministry of Education, as a supervisory body should enlighten school principals on the need to make teachers' job more interesting, meaningful, and challenging through job enrichment. This can increase the opportunities for teachers in the Unity Colleges to experience feelings of responsibility, achievement, growth, and recognition, and also reduce the routinization of tasks, which lead to boredom.
2. Favorable work conditions with a regular and consistent payment of salaries, including protection against job loss should be provided for teachers. The school principals should also help teachers to follow-up on any delays concerning their entitlements and benefits. These have been associated with teacher retention, commitment, positive outlook, job continuity and overall job effectiveness.

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