

IMPACT OF COMPETITIVE SALARIES AND JOB SECURITY ON JOB EFFECTIVENESS OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The main purpose of the study is to identify the impact of competitive salaries and job security on job effectiveness of teachers in public secondary schools in Enugu State. The study was guided by two research questions and two corresponding hypotheses. The researcher adopted the descriptive survey research design for this study. The area of this study is Enugu State, located in the South East Geo-political zone of Nigeria. The population for the study comprised 8819 respondents. The study's sample size was 1,150 participants which comprised the 298 principals and 852 teachers from secondary schools in Enugu State. The instrument for data collection was a researcher developed questionnaire titled "Impact of Compensation Practices on Teacher Job Effectiveness Questionnaire (ICPTJEQ)". To ascertain the internal consistency of the instrument, the researcher made use of Cronbach Alpha method to compute the internal consistency of the instrument. The computation yielded 0.83 for cluster 1 and 0.80 for cluster 2. The instrument had an overall reliability index of 0.81 which indicates that the instrument is reliable and, therefore, was considered appropriate for use. The researcher used mean scores and standard deviation in answering the five research questions. Hypotheses were tested using t-test statistics at 0.05 level of significance. In answering the research questions, each response option was assigned a numerical value based on real limit of numbers thus: Very High Extent (VHE) = 3.50-4.00, High Extent (HE) = 2.50-3.49, Low Extent (LE) = 1.50-2.49, and Very Low Extent (VLE) = 0.00-1.49. From the findings of the study, the study revealed that Competitive salaries and Job security impact teacher job effectiveness to a high extent in public secondary schools in Enugu State (HE). From the findings the researcher recommended among others that Competitive salaries as a strong driver of teacher effectiveness imply that education policymakers should prioritize regular salary reviews to attract and retain competent teachers in Enugu State public secondary schools.

Keywords: Competitive salaries, job security, job effectiveness, teachers, public secondary school

Introduction

Education is a continuous and evolving process that involves sharing knowledge, sparking interest and curiosity, shaping positive values and attitudes, and building essential skills for independent learning (Anbalangan, 2017). Education acts as the backbone of a nation's workforce and is central to moral and societal renewal. Education is widely acknowledged as a fundamental driver of both personal growth and national development. According to FRN (2013), education in Nigeria is structured into four levels: pre-primary, primary, secondary, and tertiary. This study specifically focused on secondary education. Secondary education marks the stage following primary education and generally includes learners between ages 11 and 18. It serves as a crucial link between basic education and higher education (Nwakpa, 2017). Over the last 50 years, Nigeria's secondary education system has grown significantly due to the government's belief in education as a driver of development, as reflected in the National Policy on Education (FRN, 2013). However, Ekundayo (2014) notes that secondary education in Nigeria has not fully met expectations, particularly due to persistent challenges like poor student performance in both internal and external assessments. Secondary

education relies heavily on teacher effectiveness and student success, both of which are strongly influenced by fair and motivating compensation.

Compensation is the total financial and non-financial rewards that employees receive in exchange for their work or service to an organization. According to Hanushek, Piopiunik, and Wiederhold (2019), competitive teacher compensation is crucial for attracting skilled educators, as higher salaries are linked to higher teacher cognitive skills and improved student performance. Although it is not always so, ideally it should be that the higher your educational qualifications and skills level, the higher your remuneration. Dee and Wyckoff (2015) also noted that although performance-based pay has the potential to improve teacher effectiveness, its success depends on proper implementation that guarantees fairness and accurate evaluation. It includes direct forms like salaries, wages, bonuses, and incentives, as well as indirect benefits such as health insurance, retirement plans, paid time off, and other perks (Hanushek, Piopiunik & Wiederhold, 2019). Compensation is a vital factor in the recruitment, retention, and motivation of educators, directly influencing educational outcomes.

Compensation practices refer to the strategies and policies organizations use to reward employees for their work, including salaries, wages, bonuses, and benefits. These practices aim to attract, motivate, and retain talent while ensuring fairness and equity in pay structures (Milkovich, Newman, & Gerhart, 2016). Effective compensation practices align employee performance with organizational goals and promote job satisfaction and productivity (Armstrong, 2017). They are also guided by legal standards, market conditions, and internal equity considerations. Compensation practices involve designing and implementing policies and practices to provide equitable and competitive compensation to employees, aiming to attract, retain, and motivate a high-performing workforce (Milkovich, Newman & Gerhart, 2015). It includes various components such as salary, benefits, bonuses, and non-monetary rewards, ensuring alignment with organizational goals and legal requirements, to promote employee motivation and performance (Armstrong, 2020). Compensation is indispensable to employee performance. Effective compensation practices also involve regularly assessing compensation structures and making adjustments based on market trends and employee performance (Mathis & Jackson, 2015). By strategically managing compensation, organizations can enhance employee satisfaction and drive organizational success (Brewster, Chung & Sparrow, 2016). According to Brewster, Chung and Sparrow (2016), some indices of compensation practices include, competitive salaries, performance-based bonuses, professional development stipends, recognition programmes, retirement plans, career advancement opportunities, comprehensive benefits packages, incentives for hard-to-staff positions, professional development opportunities, flexible work arrangements, job security, job enrichment initiatives, feedback and support systems. However, the following were considered in this study - competitive salaries, job security, health benefits, retirement plans, professional development opportunities. The justification for the choice of variables is that they contribute to teachers' overall well-being and career growth, which further enhance their effectiveness and commitment in the classroom.

Competitive salaries refer to compensation packages offered by employers that are designed to attract and retain top talent by being comparable or superior to those offered by other organizations in the same industry or sector (Ogunyemi, 2021). A competitive salary often aligns with the prevailing wage standards within the specific sector or region to ensure employees feel adequately rewarded for their skills and experience. Competitive salaries also consider the cost of living and economic conditions in Nigeria, such as inflation rates and local living expenses, which can significantly influence salary expectations (Ezeani & Okoli, 2022). This means that every teacher takes into consideration the cost of living expenses, cost of transportation to and from work and alongside some other factors before accepting a job offer. They try to determine if the salary is able to cover their needs and expectations. If competitive

salaries are provided to teachers, it might significantly enhance their job effectiveness by fostering higher motivation and job satisfaction. With adequate compensation, teachers could become more committed, productive, and focused on delivering quality education in secondary schools. In Enugu State, competitive salaries could enhance job security for teachers by improving their financial stability and reducing turnover. This, in turn, would foster a more stable and committed teaching workforce in public secondary schools, which is essential for consistent student learning and improved academic outcomes.

Job security refers to the assurance that an employee will retain their job and continue receiving income and benefits over time, reducing the likelihood of involuntary job loss (Adams, 2022). It encompasses the stability of employment and protection against arbitrary dismissal, contributing to an employee's overall well-being and productivity (Oluwaseun, 2021). Job security is influenced by factors such as employment laws, organizational policies, and economic conditions, which impact how protected employees feel in their roles (Okafor, 2023). Enhanced job security can lead to greater employee satisfaction and loyalty, as workers are more likely to stay with organizations that offer stable and predictable employment conditions (Akinola, 2020). However, job security in Nigeria may vary significantly across different sectors and levels of employment, affecting its effectiveness (Nwachukwu, 2024). Addressing job security concerns is crucial for improving workforce morale and reducing turnover rates in both public and private sectors (Eze, 2022). If teachers had greater job security, they might demonstrate enhanced job effectiveness through increased commitment and reduced turnover. There is also the challenge of ensuring that the study's findings are generalizable across different schools and contexts within Enugu State. Therefore, this study examined the correlation between compensation practices and teacher job effectiveness in public secondary schools in Enugu State with particular reference to competitive salaries and job security.

Statement of the Problem

In Enugu State, the effectiveness of teachers in public secondary schools has been of critical concern, significantly influencing student performance and overall educational quality. Despite the importance of teacher effectiveness, there is a notable gap in understanding how compensation practices impacts this effectiveness. The current compensation structures, which include salaries, allowances, and other financial incentives, may not adequately reflect the demands and responsibilities of teaching roles. This inadequate compensation of teachers often leads to challenges such as low motivation, decreased job satisfaction, and higher turnover rates among teachers. Consequently, these issues can negatively affect teachers' job effectiveness and the overall quality of education provided. Addressing the problem of compensation practices is essential to improve teacher job effectiveness and enhance educational outcomes. This study aims to address the existing gap by examining how various aspects of compensation practices, including competitive salaries, job security, health benefits, retirement plans, and professional development opportunities, correlate with teacher job effectiveness in public secondary schools in Enugu State.

Purpose of the Study

The main purpose of the study was to identify the impact of Competitive salaries and job security on job effectiveness of teachers in public secondary schools in Enugu State. Specifically, the study sought to:

1. ascertain the extent to which competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State;
2. determine the extent to which job security impact teacher job effectiveness in public secondary schools in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent do competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State?
2. To what extent does job security impact teacher job effectiveness in public secondary schools in Enugu State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho₁: There is no significant difference in the mean ratings of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on the extent to which job security impact teacher job effectiveness in public secondary schools in Enugu State.

Methods

The researcher adopted the descriptive survey research design for this study. According to Nworgu (2018), Descriptive survey design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The area of this study is Enugu State, located in the South East Geo-political zone of Nigeria. Enugu State is divided into six education zones: Enugu, Awgu, Agbani, Nsukka, Obollo-Afor, and Udi, with a total of 298 secondary schools. The state is made up of 17 Local Government Areas (LGAs), each playing a role in the administration of education. It shares borders with Kogi and Benue States to the north, Ebonyi State to the east, Abia State to the south, and Anambra State to the west. The population for the study comprised 8819 respondents. It consisted of 298 principals and 8521 teachers in secondary schools in Enugu State under the control of PPSMB (Source: Post Primary School Management Board (PPSMB), Enugu State, 2024). The study's sample size was 1,150 participants which comprised the 298 principals and 852 teachers from secondary schools in Enugu State. Stratified proportionate simple random sampling technique was employed to ensure a representative sample from the different subgroups in the population. The instrument for data collection was a researcher developed questionnaire titled "Impact of Compensation Practices on Teacher Job Effectiveness Questionnaire (ICPTJEQ)". The questionnaire has two sections, A and B. Section A is on the bio-data of the respondents while section B is on the information on the impact of compensation practices on teacher job effectiveness in public secondary schools in Enugu State. It has 29 items that are divided into two clusters. Cluster 1 has 13 items on the impact of competitive salaries on teacher job effectiveness. Cluster 2 has 16 items on the impact of job security on teacher job effectiveness. The response option for the instrument was a 4 point response ratings of Very High Extent (VHE) - 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. An introductory letter stating the reasons for the study was attached to the instrument for the respondents. To ascertain the validity of the instrument, the questionnaire was given to three research experts. Two experts were from Department of Educational Management and one was from Measurement and Evaluation unit of Department of Mathematics and Computer Science Education, all from Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. To ensure the reliability of the instrument, it was trial tested on 12 principals and 28 teachers in the public secondary schools in Anambra State. Anambra State was used because of the similar educational structure it has with Enugu State. To ascertain the internal consistency of the instrument, the researcher made use of Cronbach Alpha method to compute the internal consistency of the instrument. The choice of Cronbach Alpha for computing the reliability was

because the items have no Yes or No answer. Cronbach's alpha also indicates whether the items measure the same construct. The computation yielded 0.83 for cluster 1, 0.80 for cluster 2, 0.83 for cluster 3, 0.79 for cluster 4 and 0.81 for cluster 5. The instrument had an overall reliability index of 0.81 which indicates that the instrument is reliable and, therefore, was considered appropriate for use. The respondents were equally assured of the confidentiality of their responses. However, out of the 1,150 copies of questionnaire administered, the researcher with her research assistants retrieved 1098 (281 from principals and 817 from teachers) making it 95.48 percent return rate- which was considered very high to be used for the study. The researcher used mean scores and standard deviation in answering the five research questions. Hypotheses were tested using t-test statistics at 0.05 level of significance. In answering the research questions, each response option was assigned a numerical value based on real limit of numbers thus: Very High Extent (VHE) = 3.50-4.00, High Extent (HE) = 2.50-3.49, Low Extent (LE) = 1.50-2.49, and Very Low Extent (VLE) = 0.00-1.49. The interpretation of the hypotheses test was based on the significance (sig.) values obtained from the output generated by the statistical software (Statistical Package for Social Science, SPSS). The null hypothesis was not rejected when the probability values were less than 0.05, but rejected when the probability values were greater than 0.05

Result

Research Question One: To what extent do competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State?

Table 1: Mean ratings and standard deviation of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness in public secondary schools

S/N	Items	Principals 281		Teachers 817		Overall 1098		Dec
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
	Competitive salaries impact teacher job effectiveness because:							
1	teachers with better salaries may invest in professional development.	2.50	.83	2.51	.82	2.51	.82	HE
2	well-paid teachers may be more willing to share best practices.	2.82	.81	2.82	.80	2.82	.80	HE
3	it reflects recognition of a teacher's expertise.	2.95	.80	2.92	.83	2.94	.82	HE
4	it attracts teachers with specialized skills.	2.92	.80	2.95	.82	2.94	.82	HE
5	they may feel more motivated to exceed performance expectations.	2.51	.85	2.53	.83	2.52	.84	HE
6	all teachers—regardless of location are incentivized to perform at their best.	2.64	.93	2.66	.90	2.65	.93	HE
7	it fosters long-term commitment to the profession.	2.65	.80	2.61	.82	2.63	.81	HE
8	teachers are less likely to be absent from work.	2.95	.84	3.05	.80	3.03	.81	HE
9	well-compensated teachers may feel more confident in experimenting with innovative teaching methods, thus improving effectiveness.	2.53	.83	2.55	.80	2.54	.82	HE
10	financial recognition boosts teacher morale.	2.85	.82	2.82	.79	2.83	.80	HE
11	adequate salaries will allow teachers to focus more on teaching, rather than	2.51	.85	2.53	.83	2.52	.84	HE

12	on side hustles. competitive pay helps retain high-performing teachers, who continue to contribute to student success.	2.99	.83	2.96	.83	2.97	.83	HE
13	teachers who are fairly compensated tend to experience higher job satisfaction, leading to better performance in the classroom.	2.88	.83	2.87	.81	2.88	.82	HE
Cluster Mean/SD		2.75	.83	2.75	.82	2.75	.83	HE

The data in Table 1 show that both principals (mean = 2.75, SD = 0.83) and teachers (mean = 2.75, SD = 0.82) agreed that competitive salaries have a high extent (HE) of impact on teacher job effectiveness in public secondary schools in Enugu State. All 13 items recorded mean ratings between 2.50 and 2.99, with item 12 (competitive pay helps retain high-performing teachers) having the highest overall mean of 2.97 (SD = 0.83), indicating strong agreement. The lowest mean (2.50) was recorded in item 1 by principals, showing a relatively lower—but still high—perception of the impact of salary on professional development investment. Standard deviation values across all items ranged from 0.79 to 0.93, suggesting moderate variability in responses, meaning the opinions of respondents were relatively consistent. Both groups strongly agreed that competitive salaries enhance teacher morale, reduce absenteeism, promote innovation, and encourage long-term commitment to the profession. Overall, the cluster mean of 2.75 and consistent "HE" decision across all items confirm that competitive salaries significantly impact teacher job effectiveness in Enugu State secondary schools.

Research Question Two: To what extent does job security impact teacher job effectiveness in public secondary schools in Enugu State?

Table 2: Mean ratings and standard deviation of principals and teachers on the extent to which job security impact teacher job effectiveness in public secondary schools

S/N	Items	Principals 281		Teachers 817		Overall 1098		Dec
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
	Job security impact teacher job effectiveness because it:							
14	provides teachers with stability, which can enhance their motivation to perform better.	2.60	.84	2.62	.83	2.61	.84	HE
15	allows teachers to commit to long-term instructional goals by improving lesson planning.	2.78	.82	2.77	.80	2.78	.81	HE
16	reduces teacher turnover by maintaining a stable teaching workforce that contributes to continuous improvement.	2.91	.81	2.93	.84	2.92	.83	HE
17	helps retain experienced teachers, who are generally more effective due to their expertise.	2.89	.79	2.91	.81	2.90	.80	HE
18	allows teachers to focus more on addressing the diverse needs of students, leading to tailored instruction.	2.54	.86	2.56	.84	2.55	.85	HE
19	ensures teachers are not easily dismissed without valid reasons.	2.69	.91	2.68	.89	2.69	.90	HE
20	leads to job satisfaction.	2.63	.79	2.60	.81	2.61	.80	HE
21	makes teachers to deliver higher-							

	quality instruction due to a more stable working environment.	3.01	.85	3.00	.82	3.02	.83	HE
22	allows teachers to take risks in using innovative teaching strategies.	2.57	.82	2.59	.79	2.58	.81	HE
23	builds stronger bonds of trust between teachers and students, thereby, enhancing the learning environment.	2.80	.81	2.83	.78	2.81	.80	HE
24	makes teachers perform better in evaluations because they view them as opportunities for growth.	2.56	.84	2.58	.82	2.57	.83	HE
25	allows teachers to accumulate institutional knowledge by improving their contributions to school policies.	2.98	.84	2.96	.82	2.97	.83	HE
26	makes teachers engage in long-term instructional planning, benefiting students' educational growth.	2.85	.82	2.86	.80	2.85	.81	HE
27	reduces emotional strain by allowing teachers to maintain positive attitudes in the classroom.	2.74	.85	2.72	.83	2.73	.84	HE
28	builds teachers' confidence by allowing them to take leadership roles in the school.	2.66	.86	2.67	.85	2.66	.86	HE
29	makes teachers less likely to take unnecessary leaves.	2.91	.79	2.93	.80	2.92	.79	HE
Cluster Mean/SD		2.76	.83	2.76	.82	2.76	.83	HE

The table shows that both principals (mean = 2.76, SD = .83) and teachers (mean = 2.76, SD = .82) agree that job security has a high extent (HE) of impact on teacher job effectiveness in public secondary schools in Enugu State. Item 21, *"makes teachers deliver higher-quality instruction due to a more stable working environment"*, had the highest mean score ($x = 3.02$), suggesting it is the most agreed-upon benefit of job security. Items such as 16 (*reduces turnover*) and 29 (*reduces unnecessary leave*) also recorded high mean scores ($x = 2.92$), indicating strong support for job security's role in teacher retention and attendance. The standard deviation across items mostly ranges between .79 and .91, reflecting a moderate level of agreement among respondents without wide disparities. Overall, the consistently high means and relatively low standard deviations support the conclusion that job security positively and significantly enhances teacher motivation, planning, innovation, and long-term commitment in Enugu State public schools.

Hypothesis

H₀₁: There is no significant difference in the mean ratings of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State.

Table 3: Summary of t-test analysis of the mean ratings of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness in public secondary schools

Group	n	$\bar{x}$	SD	df	p-value	Decision
Principals	281	2.75	.83	1096	.055	H ₀₁ not rejected
Teachers	817	2.75	.82			

Table 3 shows the result of a t-test comparing principals and teachers on how competitive salaries affect teacher job effectiveness in public secondary schools in Enugu State. The mean rating for both principals (n = 281) and teachers (n = 817) is 2.75, with standard deviations of 0.83 and 0.82 respectively. The analysis produced a p-value of 0.055 with 1096 degrees of freedom. Since the p-value is greater than the 0.05 level of significance, the null hypothesis (Ho1) is not rejected. This implies that there is no significant difference between the opinions of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on the extent to which job security impact teacher job effectiveness in public secondary schools in Enugu State.

Table 4: Summary of t-test analysis of the mean ratings of principals and teachers on the extent to which job security impact teacher job effectiveness in public secondary schools

Group	n	$\bar{x}$	SD	df	p-value	Decision
Principals	281	2.76	.83	1096	.101	H ₀₂ not rejected
Teachers	817	2.76	.82			

Table 4 presents a t-test analysis comparing the opinions of principals and teachers on how job security impacts teacher job effectiveness in public secondary schools in Enugu State. Principals (n = 281) and teachers (n = 817) both recorded an identical mean rating of 2.76, with standard deviations of 0.83 and 0.82 respectively. The degrees of freedom (df) for the test is 1096, and the p-value is 0.101. Since the p-value is greater than the 0.05 level of significance, the null hypothesis (Ho2) is not rejected. This indicates that there is no statistically significant difference in the views of principals and teachers regarding the influence of job security on teacher job effectiveness.

Summary of the Findings

The findings of the study revealed that competitive salaries influence teacher job effectiveness to a high extent in public secondary schools in Enugu State. Similarly, job security was found to impact teacher job effectiveness to a high extent in the same context. The study further showed that there is no significant difference between the mean ratings of principals and teachers regarding the extent to which competitive salaries affect teacher job effectiveness in public secondary schools in Enugu State. In the same vein, no significant difference was observed in the mean ratings of principals and teachers on the extent to which job security influences teacher job effectiveness in public secondary schools in Enugu State.

Discussion

Competitive salaries significantly influence teacher job effectiveness in public secondary schools in Enugu State. When teachers receive adequate financial compensation, they are more likely to be motivated, focused, and committed to their duties. High salaries also help reduce turnover rates by attracting and retaining qualified teachers. This in turn promotes continuity, stability, and improved learning outcomes within the school system. Several researchers agree that competitive salaries significantly influence teacher job effectiveness in public secondary schools. Uchefuna (2011) found that teachers who receive adequate and regular salaries are more motivated and productive in their duties, while poor salary conditions lead to low morale and reduced effectiveness. Similarly, Ngoka (2013) reported that

competitive compensation improves teacher performance, enhances job satisfaction, and reduces turnover in public secondary schools. Ezeugbor (2017) also emphasized that financial incentives such as high salaries directly enhance teachers' commitment and instructional delivery, which in turn improves student learning outcomes. In my opinion, competitive salaries have a significant impact on teacher job effectiveness as it helps boost teachers' motivation, improve morale which leads to overall better performance in both teachers and students. The hypothesis tested showed that there is no significant difference in the mean ratings of principals and teachers on the extent to which competitive salaries impact teacher job effectiveness in public secondary schools in Enugu State.

Job security significantly influences teacher job effectiveness in public secondary schools in Enugu State. When teachers are confident in the stability of their employment, they are more likely to focus on their responsibilities and perform better. A secure work environment reduces anxiety and distractions, allowing teachers to invest more time and energy into lesson planning and student engagement. It also promotes long-term commitment and loyalty, which enhances continuity and stability in the school system. The finding is in line with Ofojebe and Ezugoh (2016) who agreed that job security positively impacts teacher effectiveness, stating that when teachers feel secure in their positions, they become more motivated and committed to their duties in secondary schools. Ofoegbu (2018) also supported this view, noting that job insecurity contributes to dissatisfaction and poor performance, while job stability encourages teachers to work more effectively. Similarly, Akinsolu (2015) emphasized that job security, alongside fair pay and professional growth, enhances teacher morale and directly improves their classroom performance. These authors all conclude that stable employment is essential for achieving high levels of teacher effectiveness in Nigerian secondary schools. Personally, I agree that job security has a significant impact on teacher job effectiveness as it reduces stress and anxiety in teachers allowing them to focus on teaching and student learning. Not having to worry about whether or not your job is safe plays a great role in motivating staff and promoting efficiency. The null hypothesis tested showed that there is no significant difference in the mean ratings of principals and teachers on the extent to which job security impact teacher job effectiveness in public secondary schools in Enugu State.

Conclusion

This study investigated the influence of Competitive salaries and job security on job effectiveness of teachers in public secondary schools in Enugu State. The findings showed that when teachers receive adequate financial compensation, they are more likely to be motivated, focused and committed to their duties. The findings also show that financial incentives such as high salaries directly enhance teachers' productivity which in turn promotes students learning outcome. Job security was found to significantly influence teachers' dedication, because when teachers are confident in their employment, they are more likely to focus on their responsibilities and perform better.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Competitive salaries as a strong driver of teacher effectiveness imply that education policymakers should prioritize regular salary reviews to attract and retain competent teachers in Enugu State public secondary schools.
2. If job security significantly enhances teacher effectiveness, government and school authorities must ensure stable employment conditions to boost teacher morale and commitment.

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