

Principals' Safety Measures and Classroom Management as Correlates of Teachers' Job Effectiveness in Post Basic Schools in Adamawa State, Nigeria

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ABSTRACT

The study examined principals' safety measures and classroom management as correlates of teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria. Three specific objectives, three research questions, and three null hypotheses guided the study. A correlational survey research design was adopted for the study. The population comprised 7,113 respondents, consisting of 404 principals and 6,709 teachers drawn from public Post Basic Schools across the five education zones of Adamawa State. Using a multi-stage sampling procedure, a total sample of 853 respondents, made up of 182 principals and 671 teachers, was selected. Data were collected using three structured questionnaires developed by the researcher, namely: Principals' Conflict Resolution Techniques Questionnaire (PCRTQ), Disciplinary Measures Questionnaire (DMQ), and Teachers' Job Effectiveness Questionnaire (TJEQ). The instruments were validated by experts in Educational Management and Measurement and Evaluation, and their reliability coefficients were established using Cronbach Alpha method, yielding 0.74, 0.79 and 0.91 PCRTQ, DMQ and, TJEQ respectively. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while inferential statistics of simple linear regression analysis were employed to test the null hypotheses at 0.05 level of significance. Findings further showed that principals possessed a high level of safety measures (grand mean = 3.06, SD = 1.15), classroom management (grand mean = 3.08, SD = 1.13). The study found that safety measures and classroom management jointly and significantly predicted teachers' job effectiveness, $F(2, 179) = 13.196$, $p < 0.05$, with $R = 0.522$ and $R^2 = 0.273$. Based on the findings of this study, it is concluded that safety measures and classroom management are critical and significant predictors of teachers' job effectiveness. It was recommended among others that; government, school proprietors, and security agencies should strengthen school safety measures through provision of security personnel, fencing, and emergency preparedness mechanisms.

Keywords: Principals Safety Measures, Classroom Management, and Teachers' Job Effectiveness.

INTRODUCTION

The objectives of senior secondary education in Nigeria, as outlined in the National Policy on Education (FRN, 2014), include preparing students for higher education, equipping them with entrepreneurial skills, and fostering critical thinking abilities. To achieve these goals, teachers must be effective in their job roles, ensuring that students receive quality instruction and guidance. The secondary school phase is a vital stage in the worldwide education system, acting as the link between elementary schooling and tertiary education. In wealthier nations, secondary education is generally well organized, with policies and management approaches that improve teaching quality and student achievement (Organisation for Economic Co-operation and Development (OECD), 2022). Across Africa, many secondary schools struggle with problems like poor infrastructure, insufficient funding, and weak school administration, which undermine teachers' effectiveness and students' academic results (The United Nations Educational, Scientific and Cultural Organization (UNESCO), 2021). In Nigeria, secondary education is split into junior and senior levels, the latter being geared toward preparing learners for higher education and vocational training (Federal Republic of Nigeria (FRN), 2014). Yet in North-East Nigeria, public secondary schools frequently contend with insecurity, scarce resources, and ineffective administrative practices that can obstruct quality teaching and learning (Adebayo, 2020).

Teachers' job effectiveness can be significantly impacted by various challenges, including occupational stress, inadequate resources, and lack of support from school administrators. These issues can lead to decreased

motivation, burnout, and ultimately, reduced effectiveness in the classroom. Furthermore, most senior secondary schools in Adamawa State, Nigeria are experiencing a decline in teachers' job effectiveness, which poses a serious threat to educational outcomes in the region. This decline is largely driven by persistent challenges such as insecurity, inadequate teaching and learning resources, and weak administrative support (Usman & Cletus, 2023). These factors have created an environment where teachers face significant obstacles to performing their duties effectively. Issues such as frequent absenteeism, low motivation, and poor job satisfaction have become common among teachers, undermining teacher ability and effectiveness to deliver quality instruction. Despite ongoing interventions aimed at improving access to education, poor principal management techniques and school environmental conditions continue to weaken teacher job effectiveness. Given the vital role of effective teaching in achieving academic success, this study therefore aims to explore how principals' management techniques and school environmental conditions correlate of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria. Building a positive work environment, and ensuring safety protects teachers and students from physical harm, establishing a secure setting for instruction and learning.

Teachers' job effectiveness involves instructional planning, classroom management, student engagement, and assessment strategies that facilitate learning (Akinfolarin & Oluwadare, 2017). When teachers are effective, students perform better academically, discipline is maintained, and overall school goals are achieved. Conversely, low job effectiveness among teachers can lead to poor student performance, high dropout rates, and a decline in educational standards (Adeyemi, 2018). Several factors influence teachers' job effectiveness, including motivation, professional development, workload, remuneration, and administrative support (Okoro & Okoro, 2021). High job effectiveness is often linked to teachers receiving adequate training, resources, and support from school management. On the other hand, poor working conditions, lack of incentives, and ineffective leadership can lower teachers' morale and commitment to their duties (Omoregie, 2019). Among the critical determinants of teachers' job effectiveness are the safety and classroom management techniques adopted by school principals and the prevailing school environmental conditions (Bello & Yusuf, 2021).

Safety measures in schools refer to the strategies, policies, and infrastructure designed to protect students, teachers, and school property from harm, violence, and emergencies. These measures include the presence of security personnel, installation of surveillance systems, proper fencing, emergency response protocols, and policies against bullying and harassment (UNESCO, 2020). The effective management of safety positively impacts teachers' job effectiveness in several ways. First, a secure school environment reduces teachers' stress and anxiety, allowing them to concentrate on their instructional responsibilities without fear (Hassan & Bello, 2020). Second, when safety policies are in place, teachers feel more confident and motivated to engage in effective classroom practices, thereby improving student outcomes (Musa & Ali, 2020). On the other hand, poor safety and security management can severely impact teachers' job effectiveness. Schools with inadequate security measures are prone to incidents such as violence, theft, and bullying, which create an unsafe atmosphere for teaching and learning. Teachers working in such environments may experience high levels of fear and psychological distress, leading to reduced motivation and job satisfaction (Williams & Ahmed, 2019). Persistent behavioural issues among students lead to teacher frustration, stress, and burnout, which negatively impact their motivation and job satisfaction (Lewis, Roache & Romi, 2019). According to Williams and Ahmed (2019), safety management is closely related to effective classroom management in senior secondary schools. A secure school environment allows teachers to focus on maintaining discipline, structuring lessons, and fostering positive interactions with students. Conversely, poor classroom management can have detrimental effects on teachers' job effectiveness.

Classroom management is a critical component of the school environment that involves strategies, policies, and practices implemented to create a structured, organized, and conducive learning atmosphere. In schools where classroom discipline is weak, teachers often spend a significant portion of instructional time managing disruptions rather than delivering lessons. Effective classroom management ensures discipline, minimizes disruptions, and fosters an engaging learning experience (Marzano, Marzano, & Pickering, 2018). It encompasses rules and procedures, student behaviour management, instructional organization, and the creation of a positive classroom culture (Wang, 2020). Proper classroom management significantly enhances teachers' job effectiveness by creating a structured and supportive teaching environment. Firstly, well-managed classrooms reduce disciplinary issues, allowing teachers to focus on instructional activities rather than constantly addressing disruptions (Jones & Jones, 2019). Secondly, when students adhere to classroom rules and procedures, teachers experience less stress and frustration, leading to higher job satisfaction and motivation.

Ideally, principals of Senior Secondary Schools in Adamawa State are expected to possess a variety of management skills and work within environmental conditions that produce behaviors yielding good or excellent results in their roles. A recent study by Usman and Fasasi (2023) found that teacher effectiveness in schools is low. This poor performance has been linked to inadequate government funding for education, which has left many teachers largely ineffective. Despite limited motivation and poor working conditions, the public still expects teachers to perform well and demonstrate specific skills on the job. Overcrowded classrooms and dwindling resources have also contributed to the problems undermining teachers' effectiveness. Usman and Cletus (2023) noted that many secondary school principals face difficulties supervising their teachers and lack the management techniques and appropriate environmental conditions needed to enable effective instructional delivery. The researchers' observations point to a troubling state of teacher effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

These accounts coincide with a worrying increase in poor work attitudes that can undermine job effectiveness. The situation has deteriorated to the point where teachers often produce lesson notes carelessly without properly reviewing them for pedagogical value; classroom instruction is weak, assessment of student performance during and at the end of the term is inadequate, inappropriate teaching methods are used, teaching aids are poorly employed, and supervision of students' extracurricular activities is neglected, among other issues. Usman and Fasasi (2023) reported that teachers are frequently seen hawking goods during official school hours, some absent themselves from classes to the detriment of their pupils, and others refuse to prepare lesson notes or carry out other assigned responsibilities. The researcher believes these shortcomings may result from ineffective conflict resolution approaches and disciplinary measures. Consequently, the researchers empirically examined principals' safety measures and classroom management as correlates of teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria.

Purpose of the Study

This study investigated principals' safety measures and classroom management as correlates of teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. Specifically, the study sought to determine:

1. Principals' safety management as correlate of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.
2. Principals' classroom management as correlate of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.
3. The level of teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria.

Research Questions

The following research questions are raised to guide the study:

1. What is the level of principals' safety management in Senior Secondary Schools in Adamawa State, Nigeria?
2. What is the level of classroom management in Senior Secondary Schools in Adamawa State, Nigeria?
3. What is the level of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria?

Hypotheses

The following null hypotheses are formulated and will be tested at the 0.05 level of significance:

H0₁: There is no significant correlation between principals' safety management and teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

H0₂: There is no significant correlation between principals' classroom management and teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

H0₃: There is no significant correlation between principals’ safety and classroom management and teachers’ job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

METHODOLOGY

The study employed correlational research design. This study was carried out in Adamawa State, Nigeria. The study's population comprises 7,113 teachers and principals from Senior Secondary Schools in Adamawa State (Adamawa State Post Primary School Management Board, 2024). The study's sample consists of 853 respondents. These sample sizes were determined using Creswell and Creswell (2023) who observed that there are certain non-definitive practices among social research workers that the beginner can adopt. One such practice suggests that if the population is a few hundreds, a 40% or more sample will suffice; if many hundreds, a 20% sample will do; if a few thousands, a 10% sample will do; and if several thousands, a 5% or less sample will be representative of the population. For a population of 6709 teachers, 10% was used; representing 671 teachers. While 45% was used for a population of 404 principals; representing 182 principals. A multi-stage sampling procedure was employed for this research.

Three adapted instruments titled: “Principals’ Safety Management Questionnaire (PSMQ); Classroom Management Questionnaire (CMQ) and Teachers’ Job Effectiveness Questionnaire (TJEQ)” were used for data collection. To ensure the validity of the instruments “Principals’ Safety Management Questionnaire (PSMQ); Classroom Management Questionnaire (CMQ) and Teachers’ Job Effectiveness Questionnaire (TJEQ)” were validated by four experts from the Department of Education Foundations, Faculty of Education, Modibbo Adama University, Yola. Data were collated and analyzed for reliability using Cronbach Alpha Statistic. Cronbach Alpha (particularly internal consistency) was used because it helped the researcher to determine the internal consistency of the items of the three instruments “Principals’ Safety Management Questionnaire (PSMQ) yielded a reliability co-efficient of 0.74; Classroom Management Questionnaire (CMQ) yielded a reliability coefficient of 0.79, and Teachers’ Job Effectiveness Questionnaire (TJEQ) yielded a reliability co-efficient of 0.91 respectively”. The data collected from the PSMQ, CMQ and TJEQ were analysed using descriptive and inferential statistics to provide meaningful interpretations of the findings. To answer the research questions, Mean and Standard Deviation were employed. To test the null hypotheses, simple linear and multiple-regression regression analyses were used.

RESULTS

This chapter presents the results of the study. The data collected was analyzed to answer the research questions and test the null hypotheses.

Research Question 1: What is the level of safety measures in Post Basic Schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Safety Measures in Post Basic Schools in Adamawa State, Nigeria

S/N	Item (n = 671)	Mean	S. D	Remark
1	The presence of security personnel in the school	3.08	1.12	ML
2	Installation of surveillance system	2.96	1.22	ML
3	The school is properly fenced to reduce external attacks	3.07	1.11	ML
4	Clear emergency response protocol (e.g., fire drills, evacuation procedures, muster point) in the school	3.08	1.18	ML
5	Availability of first aid facilities in the school	3.10	1.11	ML

6	Policies against bullying/harassment in order to promote gender inclusivity	3.08	1.17	ML
	Grand Mean	3.06	1.15	ML

From Table 1, item means ranged from 2.96 to 3.10, with SDs between 1.11 and 1.22. The grand mean of 3.06 (SD = 1.15) indicates a moderate level of safety measures in schools. The standard deviations show some variability in respondents' views. Majorly, the table shows that; availability of first aid facilities in the school, the presence of security personnel in the school, clear emergency response protocol (e.g., fire drills, evacuation procedures, muster point) in the school, and policies against bullying/harassment in order to promote gender inclusivity (with mean scores ranging from 3.08-3.10) are factors that influences teachers' job effectiveness. Principals have made provisions for first aid facilities, security personnel, clear emergency response protocol, and implemented to a reasonable extend policies that moderates bullying. Improvement is needed in building external fences, and installation of CCTV cameras. However, these measures are not consistently robust across schools, highlighting areas for improvement in ensuring student and staff safety.

Research Question 2: What is the level of classroom management in Post Basic Schools in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Classroom Management in Post Basic Schools in Adamawa State, Nigeria

S/N	Item (n = 671)	Mean	S. D	Remark
7	Establish consistent daily routines (for entering the classroom, starting lessons, cleaning up, and transitioning between activities)	3.12	1.11	ML
8	Effective disciplinary strategies for erring students	3.03	1.13	ML
9	Giving out rewards for good behaviour aimed at minimizing disruptive behaviours during institutions	3.04	1.10	ML
10	Effectively fosters and engaging learning experience during lessons	3.12	1.12	ML
11	Delegation of duties to students aimed at promoting students engagement	3.02	1.12	ML
12	Encouraging positive classroom culture through respectful communication among students in the class	3.12	1.18	ML
	Grand Mean	3.08	1.13	ML

From Table 2, item means ranged from 3.02 to 3.12, with standard deviations between 1.10 and 1.18. The grand mean of 3.08 (SD = 1.13) indicates a moderate level of classroom management in Post Basic Schools in Adamawa State. Majorly, the table revealed that; principals establish consistent daily routines (for entering the classroom, starting lessons, cleaning up, and transitioning between activities), encouraging positive classroom culture through respectful communication among students in the class, and effectively fosters and engaging learning experience during lessons (with mean scores of 3.12). The moderate SDs suggest that participants' responses were relatively consistent. Principals and teachers are somewhat effective in establishing routines, implementing disciplinary strategies, rewarding positive behaviour, fostering engaging lessons, delegating responsibilities, and promoting a positive classroom culture, but there is room for improvement in consistently maintaining these practices.

Research Question 3: What is the level of teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teachers' Job Effectiveness in Post Basic Schools in Adamawa State, Nigeria

S/N	Item (n = 182)	Mean	S. D	Remark
1	Drawing out clear learning objectives for each lesson based on prescribed curriculum contents	3.55	1.05	HL
2	Plan lessons that align with the curriculum	3.40	1.11	ML
3	Teachers use a variety of teaching methods to compliment individual learning needs	3.54	1.11	HL
4	Punctuality in attending staff meetings	3.27	1.16	ML
5	Effective in managing instructional time during lesson delivery	3.45	1.08	HL
6	Integrate real-life examples during lessons	3.35	1.12	ML
7	Regular employment of various teaching aids based on the behavioural objectives of each topic	3.51	1.13	ML
8	Proficiency in coordinating extracurricular activities	3.57	1.10	ML
9	Effectiveness in assessing students based on fairness	3.49	1.12	HL
10	Skills in resolving conflicts among students	3.46	1.06	ML
11	Adherence to school rules by abiding to every regulations guiding the school	3.47	1.17	ML
12	Continuous engagement in professional development	3.48	1.08	HL
13	Collaborate with colleagues on teaching responsibilities	3.42	1.13	ML
14	Incorporating students' feedback to class teaching	3.36	1.15	HL
15	Designing assessments that align with learning objectives	3.52	1.12	ML
	Grand Mean	3.45	1.11	ML

Table 3 shows item means ranging from 3.27 to 3.57, with SDs between 1.05 and 1.17. The grand mean of 3.45 (SD = 1.11) suggests a moderate level of teachers' job effectiveness. Majorly, the table revealed that; proficiency in coordinating extracurricular activities, drawing out clear learning objectives for each lesson based on prescribed curriculum contents, teachers use a variety of teaching methods to compliment individual learning needs, and regular employment of various teaching aids based on the behavioural objectives of each topic (with mean scores ranging from 3.51-3.57). The standard deviations indicate some variation in perceptions. Teachers are highly effective in drawing clear learning objectives, using varied teaching methods, employing teaching aids, assessing students fairly, and coordinating extracurricular activities, while areas like lesson planning, punctuality, integrating real-life examples, and collaboration show slightly lower effectiveness, highlighting potential areas for professional development.

Hypotheses Testing:

Hypotheses were tested using inferential statistics of simple linear and multiple-regression analyses.

H₀₁: There is no significant correlation between safety and teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria.

Table 4a: Summary of ANOVA of Correlation between Safety Measures and Teachers' Job Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.942	1	.942	12.942	.000 ^b
	Residual	13.105	180	.073		
	Total	14.047	181			
a. Dependent Variable: Teachers' Job Effectiveness						
b. Predictors: (Constant), Safety Measures						

Table 4a presents the ANOVA result examining the relationship between safety measures and teachers' job effectiveness. The regression model is statistically significant, $F(1, 180) = 12.942$, $p < 0.05$, indicating that safety measures significantly predict teachers' job effectiveness. This result suggests that teachers' job effectiveness is influenced by the level of safety provided within the school environment. Therefore, the null hypothesis (H_{01}), which states that there is no significant correlation between safety measures and teachers' job effectiveness, is rejected.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259 ^a	.067	.062	.26982
a. Predictors: (Constant), Safety Measures				

Table 4b shows the model summary for safety measures. The correlation coefficient ($R = 0.259$) indicates a positive relationship between safety measures and teachers' job effectiveness. The R^2 value of 0.067 reveals that safety measures explain approximately 6.7% of the variance in teachers' job effectiveness, while the remaining 93.3% is attributed to other variables. This indicates that safety measures play a meaningful but moderate role in enhancing teachers' job effectiveness.

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.931	.147		19.922	.000
	SAFETY MEASURES	.171	.047	.259	3.597	.000
a. Dependent Variable: Teachers' Job Effectiveness						

Table 4c presents the regression coefficients for safety measures. The standardized beta coefficient ($\beta = 0.259$) shows a positive influence on teachers' job effectiveness. The t-value ($t = 3.597$, $p < 0.05$) confirms that safety measures significantly predict teachers' job effectiveness. This implies that improved safety conditions, such as secure school premises and emergency preparedness, contribute to better job performance among teachers.

H₀₂: There is no significant correlation between classroom management and teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria.

Table 5a: Summary of ANOVA of Correlation between Classroom Management and Teachers' Job Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.438	1	2.438	37.796	.000 ^b
	Residual	11.609	180	.064		
	Total	14.047	181			
a. Dependent Variable: Teachers' Job Effectiveness						
b. Predictors: (Constant), Classroom Management						

Table 5a presents the ANOVA result for the relationship between classroom management and teachers' job effectiveness. The regression model is statistically significant, $F(1, 180) = 37.796$, $p < 0.05$, indicating that classroom management significantly predicts teachers' job effectiveness. This result demonstrates a strong statistical relationship between effective classroom management practices and teachers' job effectiveness. As a result, the null hypothesis (H_{02}), which states that there is no significant correlation between classroom management and teachers' job effectiveness, is rejected.

Table 5b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417 ^a	.174	.169	.25396
a. Predictors: (Constant), Classroom Management				

Table 5b presents the model summary for classroom management. The correlation coefficient ($R = 0.417$) indicates a moderate and positive relationship between classroom management and teachers' job effectiveness. The R^2 value of 0.174 shows that classroom management explains approximately 17.4% of the variance in teachers' job effectiveness, representing a substantial contribution compared to sanitation and safety. This suggests that classroom management is a key determinant of teachers' job effectiveness.

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.662	.130		20.421	.000
	CLASSROOM MANAGEMENT	.254	.041	.417	6.148	.000
a. Dependent Variable: Teachers' Job Effectiveness						

Table 5c presents the regression coefficients for classroom management. The standardized beta coefficient ($\beta = 0.417$) indicates a strong positive effect on teachers' job effectiveness. The t-value ($t = 6.148$, $p < 0.05$) confirms that classroom management is a statistically significant predictor of teachers' job effectiveness. This implies that effective classroom organization, control, and instructional management significantly enhance teachers' job effectiveness in Post Basic Schools.

H₀₃: There is no significant correlation between principals' safety measures and classroom management and teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Table 6a: Summary of ANOVA of Correlation between Safety Measures and Classroom Management and Teachers' Job Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.830	2	.766	13.196	.000 ^b
	Residual	10.217	179	.058		
	Total	14.047	181			

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Safety Measures, Classroom Management

Table 6a presents the ANOVA result for the combined influence of school environmental conditions (safety measures, classroom management) on teachers' job effectiveness. The regression model is statistically significant, $F(2, 179) = 13.196$, $p < 0.05$, indicating that safety measures and classroom management jointly have a significant relationship with teachers' job effectiveness. This result demonstrates that safety measures and classroom management plays a critical role in shaping teachers' effectiveness. Therefore, the null hypothesis (H_{03}) is rejected.

Table 6b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522 ^a	.273	.252	.24093

a. Predictors: (Constant), Safety Measures, Classroom Management

Table 6b presents the model summary for safety measures and classroom management. The correlation coefficient ($R = 0.522$) indicates a strong positive relationship between safety measures, classroom management and teachers' job effectiveness. The R^2 value of 0.273 reveals that approximately 27.3% of the variance in teachers' job effectiveness is explained by safety measures and classroom management variables combined. This represents a substantial explanatory power, highlighting the importance of a supportive and conducive school environment for effective teaching.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.247	.170		13.242	.000
	Safety Measures	.043	.050	.065	.860	.391
	Classroom Management	.085	.053	.140	1.602	.111

a. Dependent Variable: Teachers' Job Effectiveness

Table 6c presents the regression coefficients for the individual safety measures and classroom management variables. Safety measures, and classroom management significantly predict teachers' job effectiveness. This implies that, among the two variables considered, classroom management is the strongest determinants of teachers' job effectiveness.

Summary of the Major Findings

The following are the key findings of the study:

1. The findings indicated that schools demonstrated a moderate level of safety measures (grand mean = 3.06, SD = 1.15). Safety measures significantly predicted teachers' job effectiveness, $F(1, 180) = 12.942$, $p < 0.05$, with $R = 0.259$ and $R^2 = 0.067$.
2. The results revealed that schools implemented a moderate level of classroom management practices (grand mean = 3.08, SD = 1.13). Classroom management significantly predicted teachers' job effectiveness, $F(1, 180) = 37.724$, $p < 0.05$, with $R = 0.417$ and $R^2 = 0.174$.
3. Similarly, the study found that safety measures and classroom management jointly and significantly predicted teachers' job effectiveness, $F(2, 179) = 13.196$, $p < 0.05$, with $R = 0.522$ and $R^2 = 0.273$.

DISCUSSION OF FINDINGS

The findings indicated that schools demonstrated a moderate level of safety measures, which significantly predicted teachers' job effectiveness. The major findings were that; availability of first aid facilities in the school, the presence of security personnel in the school, clear emergency response protocol (e.g., fire drills, evacuation procedures, muster point) in the school, and policies against bullying/harassment in order to promote gender inclusivity are factors that influences teachers' job effectiveness (with mean scores ranging from 3.08-3.10). This finding implies that the presence of basic safety measures such as fencing, controlled access to school premises, and some level of security supervision and implementation of policies that moderates bullying contributes meaningfully to teachers' job effectiveness, even when such measures are not fully comprehensive. The implication of this finding is that a reasonably secure school setting probably lowers teachers' fear, stress, and anxiety, enabling them to focus on instructional responsibilities and classroom management. This indicates that safety measures do more than provide protection they are vital for teachers' psychological well-being and teaching effectiveness.

This result is consistent with Adekunle and Alaka (2019), who found that the sufficiency of school safety provisions was significantly associated with teachers' quality of work life. It also echoes Nweke and Nwikina (2022), who found that poor safety infrastructure harmed teachers' performance and called for enhanced safety measures. Similarly, Yusuf (2019) reported that school environmental factors, including safety, had a substantial effect on teachers' effectiveness and classroom management. Although the current study identifies a moderate rather than high level of safety, the significant predictive relationship concurs with earlier work, implying that teachers can adjust to less-than-ideal safety conditions yet still gain from basic protective measures.

The results of the study revealed that schools implemented a moderate level of classroom management practices, which significantly predicted teachers' job effectiveness. Majorly, study revealed that; principals establish consistent daily routines (for entering the classroom, starting lessons, cleaning up, and transitioning between activities), encouraging positive classroom culture through respectful communication among students in the class, and effectively fosters and engaging learning experience during lessons (with mean scores of 3.12). This result indicates that school classroom management measures—such as enforcing rules, controlling student behaviour, and structuring learning activities were moderately effective but still sufficient to improve teachers' job performance. A moderate level of effective classroom management likely reduces instructional interruptions, boosts student engagement, and enables teachers to present lessons more efficiently. The takeaway is that even small enhancements in classroom management can lead to notable improvements in teachers' effectiveness..

Similarly, the finding of the study revealed that school environmental conditions including physical infrastructure, sanitation, safety measures, classroom management, and teacher–student relationship jointly and significantly predicted teachers' job effectiveness in Post Basic Schools in Adamawa State, Nigeria. This finding suggests that school environmental conditions, when considered collectively, exert a strong influence on teachers' job effectiveness. The joint predictive power of these environmental factors implies that a conducive physical and psychosocial environment enhances teachers' comfort, security, classroom control, and instructional efficiency. The implication of this finding is that improvements in one environmental component may not yield optimal results unless supported by complementary conditions within the school environment.

This finding is consistent with the finding of Yusuf (2019), who reported a significant relationship between school environmental conditions and teachers' effectiveness, punctuality, and classroom management. It also

aligns with the findings of Adekunle and Alaka (2019), which revealed that adequacy of school safety measures significantly influenced teachers' quality of work life. Furthermore, the present finding corroborates that of Nweke and Nwikina (2022), who observed that inadequate environmental and safety conditions negatively affected teachers' performance. Lastly, the study revealed that; proficiency in coordinating extracurricular activities, drawing out clear learning objectives for each lesson based on prescribed curriculum contents, teachers use a variety of teaching methods to compliment individual learning needs, and regular employment of various teaching aids based on the behavioural objectives of each topic.

CONCLUSION

Based on the findings of this study, it is concluded that safety and classroom management are critical and significant predictors of teachers' job effectiveness. The study established that principals demonstrated a high level of safety measures and classroom management, all of which individually and significantly influenced teachers' job effectiveness. This indicates that effective school leadership practices of safety and classroom management plays a central role in enhancing teachers' instructional delivery, classroom management, professional commitment, and overall performance.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. Government, school proprietors, and security agencies should bolster school safety by ensuring that first-aid facilities are available, security personnel are on site, clear emergency-response procedures (for example, fire drills, evacuation plans and designated muster points) are established, and antibullying/harassment policies are implemented, as these actions would foster gender inclusivity and consequently enhance teachers' job effectiveness.
2. Teachers and school leaders should apply effective classroom management methods backed by continuous training and the use of proven control strategies. Principals should set consistent daily routines for entering class, beginning lessons, cleaning up, and transitioning between activities, and foster a positive classroom culture by promoting respectful student interactions, since this helps create a more engaging learning experience during lessons.
3. Government, education authorities, and school management boards should adopt a holistic approach to improving school environmental conditions by jointly addressing safety and classroom. School principals should take a comprehensive approach that strengthens teachers' abilities to coordinate extracurricular activities, to formulate clear learning objectives for each lesson aligned with the prescribed curriculum, to employ a variety of teaching methods that address individual learning needs, and to regularly use diverse teaching aids matched to the behavioural objectives of each topic.

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