Contribution of Job Security, Training and Development to Teachers Job Engagement in Public Secondary Schools in Rivers State

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ABSTRACT
The study investigated teachers’ quality of work life and job engagement in public secondary schools in Rivers State. Six research questions were answered while six corresponding null hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study comprised of all the eight thousand, four hundred and fifty-two (8,452) teachers in 247 Public Senior Secondary Schools in the 23 local government areas of Rivers State. The sample size for this study was 400 teachers representing 5% of the entire population; it was determined using the Taro Yamane’s sample size formula. Teachers’ Quality of Work Life Assessment scale (TQOWLAS) and Teachers’ Job Engagement Scale (TJES) were used for data collection. Face and content validities were ensured. The Cronbach Alpha was used to establish the reliability coefficients of TQOWLAS and TJES to be 0.708 and 0.877 respectively. Simple and multiple regression were used to answer the research questions while t-test associated with simple regression and ANOVA associated with multiple regression were used to test the null hypotheses at 0.05 alpha level. It was found among others, that quality of work life contributes 14.5% of teachers’ job engagement. Furthermore, it was found that quality of work life is a significant contributor of teachers’ job engagement in public secondary schools in Rivers State. It was recommended among others, that the teachers should show expertise and professionalism in their teaching job in order to fully discharge their duties in line with the conditions of service. The principals should devise effective and efficient reward management systems that will compensate teachers who have shown brilliance in the execution of their statutory responsibilities.

Keywords: Job security, Training and Development, Work Engagement, Secondary Schools

INTRODUCTION
In life, human beings engage in activities or tasks that require physical and mental efforts in order to accomplish a goal or earn a living; that is work. Different people engage in different tasks whether formal or informal for various reasons; some for the love and passion for work, others for personal fulfillment while some work due to benefits attached to work; to make a living out of it, fit into the society, be useful to their families respective and meet up with their financial as well as their social obligations. Work serves very important roles in the lives of individuals and the quality of work one does, determines the quality of life one lives.

Formal organizations, having set their goals and objectives, map out strategies for managing their human resources effectively so as to realize their specified goals and objectives. They need dedicated work force that will go beyond their call of duty and engage in extra behavior to realize the goals of the organization.

On the other hand, in contemporary times, employees in formal organizations in addition to adequate pay, desire and demand from their employers, good working conditions like job security, good leadership, effective communication, participation in management, fair compensation and welfare packages,
advancement and growth, healthy working environment, protection of their rights and adequacy of resources to enable them function effectively. It is therefore, the sole prerogative of every organization that wants to thrive in a competitive world to ensure that the well-being of the employees is taken into consideration and adequate structures put in place to ensure satisfaction of employees’ needs, ranging from lower needs to higher needs as this will help to raise their morale and get them highly committed. These variables determine the quality of work-life of an individual in any given organization and according to Bagtatos in Mpho (2014), there are individual needs such as remuneration, security, and wellness that the organization needs to satisfy to keep the individual happy and motivated. In the era of scientific management, quality of work life was based on extrinsic factors of wages, safety, hygiene and other tangible benefits of workplace but contemporarily, it is based on intrinsic factors such as job autonomy, advancement and growth, achievement, work itself and responsibility which are key predictors of productivity and efficiency.

Job security simply put, is the assurance that an employee has about the continuity of his job which may come as a result of the contract of employment, collective bargaining, or labor legislation that prevent arbitrary dismissal. Adebayo and Lucky (2012) viewed job security as the possibility or probability of an individual keeping his or her job. Another component of quality of work life as proposed by Lau and Bruce is reward systems which have to do with procedures set up by an organization to reward and motivate her employees monetarily or otherwise. Training and development is also a component of quality of work life whereby employees learn specific knowledge and skills to improve performance on their roles. Training and development according to Kenneth (2016), is the study of how structured experiences help employees gain work related knowledge, skills and attitudes while Gordon (2016) saw training and development as a type of activity which is planned systematically and resulting in enhanced level of skills, knowledge and competence that are necessary to perform work effectively and efficiently.

Employee engagement is the harnessing of organization members’ selves to their work roles; he further stated that in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. Khan described the term employee engagement on the basis of role behavior speculation and that employees’ attitude can be calculated by investigation about their roles. Engagement is all about an employee doing his job with passion, commitment; willingness and using his discretionary efforts to ensure the organization succeeds. Engaged employees are innovative, passionate, highly productive and harness available resources at their disposal towards goal attainment; they do not work just for pay or fringe benefits but for the love of their job which they accord priority attention to. Highly engaged employees are not motivated because of money but have the interest of their job at heart. Researches have shown that organizations with high employee engagement perform higher than those with low employee engagement. Getting employees engaged had been a great challenge facing most modern day organizations as most organizations do not really know what it takes to get their employees engaged.

In the private sector, the management in a bid to thrive in a competitive world of business and raise productivity level of employees makes concerted efforts towards employee engagement, hence appropriate measures are put in place to create a conducive environment for the well-being of the workers and for the benefit of the organization; workers in well-established organizations enjoy benefits such as: adequate pay, fringe benefits like housing allowance, car loans, medical bills, trainings within or outside the country, safe and healthy work environment, participation in decision, unionism among others but in the public sector especially in the educational field, the reverse is the case as researches have shown that the government is not really doing much as regards teachers’ quality of work life. The quality of work-life of Nigerian teachers is quite pitiable and deplorable as they are not paid adequate wage, no fair compensation, no fringe benefits, no recognition despite the Teachers’ Registration Council, no opportunity for growth and advancement, no job security, no healthy working environment, inadequacy of resources among others; yet expectations are high from all the stakeholders for teachers to produce quality graduates for the development of the nation.
Nigerian teachers are unhappy, frustrated, uninspired, and unmotivated as the school environment is dotted with dilapidated buildings, equipped with outdated laboratories, facilities and equipment. Teachers are at times made to work under the most unsafe and unhealthy conditions and the government feel unconcerned about the well-being of teachers. This was corroborated by Green (2003) who stated that teachers’ dissatisfaction with pay and fringe benefits, material rewards, advancement as well as better working conditions are associated with the intention to leave the teaching profession. The duo further asserted that teachers feel cheated underpaid and are made to work in insecure conditions as Nigerian governments pay less attention to teachers’ dignity and self-esteem. Could it be as a result of the poor quality of work life that Nigerian teachers are disengaged? The researcher is of the opinion that teachers, if given their rightful place in the society in addition to safe and healthy working environment, supportive resources to do their work, teachers will feel happy, satisfied, dedicated, committed and function optimally for the benefit of the society. Teachers deserve to be well paid, valued, recognized, cherished, allowed participation, autonomy and given job security; maybe these factors could lead to their engagement. The onus therefore lies in the hands of the government and other stake holders to put appropriate measures in place to ensure that teachers’ quality of work life is improved as this could be a great source of motivation towards realizing the goals of the organization. Improved quality of work-life of teachers and subsequent engagement will not only lead to the attraction and retention of teachers but also to teachers’ efficiency, effectiveness and optimum productivity.

Quality of work life based on literature is all about employers seeking ways of improving their employees working conditions through healthy and safe work environment, adequate and fair compensation, job security, adequate training, career advancement opportunities, participation in decision making, provision of adequate resources, job enrichment, flexible work time among others; in addition to taking into consideration important personal needs of the employee. There are individual needs such as remuneration, security, and wellness that the organization needs to satisfy to keep the individual happy and motivated, therefore quality of work life can also be defined as the extent to which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organization (Swamy, Nanjundeswaramy & Rashmi, 2015). When employees have all these in place, in addition to good leadership, their performance will be enhanced thereby increasing their productivity. Thus, it can be said that quality of work life refers to the level of satisfaction, motivation, involvement and commitment individuals experience with respect to their lives at work (Kaur, 2016).

**Job Security and Job Engagement**

Job security is defined as the assurance that an employee has in his employer that he will not be thrown out of his job or rendered jobless arbitrarily by his employer. Job security is also the assurance that an employee’s job will not be terminated due to general economic conditions in the country (James, 2012) while Adebayo and Lucky (2012) viewed job security as the possibility or probability of an individual keeping his or her job. The duo further stated that in job security, the employee has the assurance that he or she will keep his or her job as long as he or she wishes or for a reasonable period of time without being wrongly dismissed.

According to Simon (2011), job security deals with the chances of employees keeping their jobs in order not to be unemployed while Martel and Dupuis (2006) opined that job security is an essential aspect of quality of work life and it provides basic source of living. A worker that is sure of his work will feel good on his job and engage positively as well. Realizing ones’ potentials such as growth of skills, require time therefore jobs of short and uncertain duration are of low quality and the same are jobs where the work itself is pervaded with uncertainty (Green, 2003).

There are certain factors that determine employee job security; they are:

- Employment contract
- Collective bargaining agreement
- Labor legislation
- Personal factors (education, work, experience, job functional area, work industry, work location,
The duo further stated that economic and business conditions affect job security; they cited an instance with the U.S., where it was reported that national job security depended on the economic and business conditions due to the capitalist system that encouraged entrepreneurship development and minimal government in businesses. They concluded by saying that if the economy is booming, there will be increase in employment rate and subsequently, job security but if the economy is experiencing downturn, economic chaos or recession, organizations will reduce their staff strength to save costs and job security will be on the decrease.

Job insecurity is a major source of ill health and job dissatisfaction and it has long lasting impact on individuals, their households and creates tensions at home (Burchell, 1994). Job security involves more than the specific terms in the employment contract and its absence results to job insecurity which Green (2006) defined as the loss of welfare which comes from the uncertainty at work. Insecurity may be derived from either economic aspects of the job or from the content of the work itself.

Training / Development and Job Engagement

Training and development are two concepts that are synonymous; some scholars have defined the two as an indivisible concept while others have argued that they are two different concepts that should be defined distinctively. Below are some of the definitions and opinions of some scholars as regards training and development.

Training and development is an organized and well-structured programs aimed at improving the performance of individuals and groups. Organizations need to train and develop their workers because training increases efficiency and the effectiveness of both the employees and the organization and they are also needed for organizations to compete in this challenging world; it is basically related to employees but its ultimate effect goes to the organization as the end user (Rajah, Ahmed & Muhammad, 2011). The trio further stated that employees who have more on the job experience have better performance because there is increase in both skills and competencies. Thomas (2009) in Rajah et al (2011) opined that it is difficult for an employee to perform well at the job place without any pre-training. Quality of work life is ensured by the opportunities provided by the job for the development of the employees and encouragement given by the management to perform the job, having good conditions to increase personal empowerment and skills. It includes objectives of training program, effectiveness of training, training regarding interpersonal skills, sufficiency of training programs (Nanjundeswaramy & Sandhya, 2016). Training and development have distinct roles in the achievement of organizational goals by incorporating the interest of the organization and the workforce (Stone, 2002).

In the view of Flynn, Schroeder, and Sakakibara (2011), training and development increase employee performance therefore, it is necessary for any organization to give its employees training to get the overall goals of the organization in a better way. The trio further stated that although training and development are costly, on the long run, they give back more than they took. There are various definitions of training and development by various scholars though they all point to the same thing. Training and development according to Kenneth (2015), is the study of how structured experiences help employees gain work related knowledge, skills and attitudes while Gordon (2016) defined training and development as a type of activity which were planned systematically to result in enhanced level of skills, knowledge and competence that are necessary to perform work effectively and efficiently. In the view of Hyman (2009), training is an organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

According to him, training is the education, instruction, or discipline of a person or thing that is being trained. He stated that education can be transformed only by educating the educator, and not merely creating a new pattern and a new system of action. Due to this challenge for transformation, teacher training provides a variety of settings and opportunities to grapple with concrete educational issues and questions; training and developing teachers will help to update their knowledge, skills, abilities and competencies so as to cope with the current changes and innovations in the educational system and also help both teachers and students compete favorably with their counterparts nationally and globally.
Onah (2008) opined that the importance of training and development in every organization is clear, if one recognizes the fact that the structure can occur simultaneously or complimentarily and further stated that the two constructs do not have direct relations to each other, therefore, should be separated in concept. Onah concluded that training and development complement each other in an organization’s quest to evolve qualified manpower and that is the reason why most authors use the term “training and development” as synonyms.

Furthermore, teachers’ training builds on the insights of teachers and their own deep looking and shared inquiry during the training process. It makes teachers to shift their attention from seeking answers to finding key questions that transform the way they see and respond to educational challenges (Hyman, 2009).

Graig, Akintayo and Oguntimehin in Igwe (2011) highlighted the importance of training and development as follows:

- To increase productivity
- To improve the quality of work
- To improve skills, knowledge and understanding
- To enhance the use of tools and machines
- To reduce wastes, accidents, turnover, lateness, absenteeism and other overhead costs
- To eliminate obsolesce in skills, technologies, methods, products, capital management etc.

Igwe (2011) further stated that training and development bring the incumbents to the level of performance for achievement, improve manpower development and ensure the survival and growth of the enterprise. Some scholars have argued that though training and development are used synonymously, they are different two concepts. Igwe (2011) in a bid to differentiate between training and development stated that development has to do with opportunities created to help employees grow and it is more of a long term or futuristic thing as opposed to training which focus on the current job. He further explained that the major difference between training and development is that while training focuses on the current employee needs or competency gaps, development concerns itself with preparing people for future assignments and responsibilities. Development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Adamolekun in Igwe (2011) opined that staff development involves the training, education and career development of staff members while Mullins (2011) asserted that the purpose of manpower development is to improve knowledge and skills and to change attitudes. He further stated that manpower development is capable of producing the following benefits;

- It increases confidence, motivation and commitment.
- It also provides recognition, enhanced responsibilities and the possibility of increased pay and promotion.
- It helps to give feeling of personal satisfaction, achievement and broaden opportunities for career progression
- It helps to improve the availability and quality of staff.

In the view of Chanokan in Igwe (2011), development is the nature and direction of change induced in the employees as a result of educating and training programs. To distinguish between the two concepts, Chanokan asserted that unlike training, the workers improve technical and mechanical skills; furthermore, development techniques are designed for work behavior modification. Chanokan further stated that development is an educational process, utilizing a systematic organized procedure by which a worker learns the conceptual and theoretical knowledge for effective pursuance of their responsibilities.

Based on the above discussion, it is obvious that training and development are two interrelated processes whose importance cannot be over-emphasized in any decision of strategic human resource management (Igwe, 2011).
The Concept of Job Engagement

The term engagement was first used in relation to work but generally the Gallup organization is credited for coining the term in the 1990s (Schaufeli, 2013). Engagement has been criticized for being no more than an old wine in a new bottle as consultancy firms have conceptualized engagement by combining and relabeling existing notions such as commitment, satisfaction, involvement, motivation and extra role performance (Jeung, 2011). For instance, Mercer in Schaufeli (2013) viewed employee engagement as synonyms to commitment or motivation which refers to a psychological state where employees feel a vested interest in the organization’s success and perform to a high standard that may exceed the stated requirements of the job.

Researches have shown that although there is a great deal of interest in the topic of engagement, there is also a good deal of confusion as there is no consistency and no universally accepted definition of engagement owed to the fact that the concept have been operationalized and measured in disparate ways (Sandeep, Mark, Chris, Emma & Truss, 2008).

Kahn is often credited as the first scholar interested in applying the concept of job engagement to the workplace because in 1990, he developed the first grounded theory regarding personal job engagement and disengagement at work to illustrate how psychological experiences of work and work context shape the processes of people presenting and absenting themselves during task performance (Avery, Mckay, and Wilson, 2007). Kahn studied personal engagement and disengagement at work in two different contexts; a summer camp and educational sector where he used several data collection methods, especially in-depth interview to examine the state of being engaged and disengaged at work. Based on the results, Kahn defined personal engagement as the simultaneous employment and expression of a person’s ‘preferred self’ in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional) and active, full role performances. He also defined personal disengagement as the simultaneous withdrawal and defense of a person’s preferred self in behaviors that promote a lack of connections, physical, cognitive, and emotional absence, and passive, incomplete role performance”.

Harter et al (2002) defined engagement as referring to an individual’s involvement and satisfaction with, as well as enthusiasm for their work. In a research they carried out to examine the relationship between employee job satisfaction, engagement and business unit outcomes, they found out that both employee job satisfaction and employee engagement have direct relationships to business outcomes. For Saks (2006), engagement is a distinct and unique construct that consist of cognitive, emotional and behavioral components associated with one’s role performance.

He identified two types of engagement based on his research namely; job engagement and organization engagement. Job engagement according to Saks is a distinct and unique construct consisting of cognitive, emotional and behavioral components that are associated with individual role performance; he distinguished between “job engagement” (performing the work role) and “organizational engagement” (performing the role as a member of the organization). Employee engagement in other words refers to the individual being psychologically present in one’s role at work while organization engagement refers to the individual being psychologically present in one’s role as a member of the organization.

A research carried out by the Institute for Employment Studies (IES), (2004) to investigate what HR professionals understood when they used the term ‘engagement’, a clear view of the behaviors demonstrated by the engaged employees revealed the following:

- Belief in the organization
- Desire to work to make things better
- Understanding of business context and the ‘bigger picture’
- Respectful of, and helpful to colleagues
- Willingness to ‘go the extra mile’
- Keeping up-to-date with developments in the field.

Based on these, IES therefore defined engagement as a positive attitude held by the employee towards the organization and its value. It further asserted that an engaged employee is aware of business context, and
works with colleagues to improve performance within the job for the benefit of the organization but the organization on the other hand must develop and nurture engagement hence a two way relationship between employer and employee. Sandeep, Mark, Chris, Emma and Truss (2008); Abdul, Rizwan, Muhammad and Ali (2014) while citing Khan asserted that employee engagement is the harnessing of organizational members’ selves to their work roles. They further stated that in engagement, people employ and express themselves physically, cognitively and emotionally during role performances while Margolis (2014) opined that employee engagement is the holistic expression of a person’s preferred self in a work role; whereby an employee dedicates his cognitive energy, affective energy and physical energy to one’s work. Schaufeli and his associates in Margolis (2017) defined engagement as a positive work-related state of fulfillment that is characterized by vigor, dedication and absorption. They developed the work and well-being survey called the Ultrecht Work Engagement Scale (UWES) which has been used in many studies on engagement. They equally defined the dimensions of engagement as seen below:

- Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties.
- Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge.
- Absorption is characterized by being fully concentrated and happily engrossed in one’s work whereby time passes quickly and one has difficulties detaching oneself from work.

The individuals’ love or passion for his work is the driving force in employee engagement; the existence of different definitions makes the state of knowledge of employee engagement difficult to determine as each study examines employee engagement under a different protocol and unless employee engagement is universally defined and measured, it cannot be managed, nor can it be known, if efforts to improve it are working (Ferguson, 2007). San deep et al (2008) opined that although employee engagement had been defined in many ways, it is argued that the definitions often sound similar to other better known and established constructs such as ‘Organizational Commitment and Organizational Citizenship Behavior’ (OCB) Robinson, Perryman and Hayday, 2004). They defined employee engagement as ‘one step up commitment’.

- Gallup (2004) categorized employees into three groups namely; engaged employees, not engaged employees and actively disengaged employees. He asserted that ‘engaged’ employees work with passion, feel a profound connection to their organization, drive innovation and move their organization forward while the ‘not engaged’ employees are essentially “checked out”; they are sleep working through their workday, putting time-but not energy or passion into their work. The third category ‘actively disengaged’ employees are not just unhappy at work, they are busy acting out their unhappiness; everyday these workers undermine what their engaged co-workers accomplish. Hewitt in Schaufeli (2013) stated that the engaged consistently demonstrate three general behaviors; they do the following:
  - Say-consistently: Speak positively about the organization to co-workers, potential employees, and customers.
  - Stay: Have an intense desire to be a member of the organization despite opportunities to work elsewhere.
  - Strive: Exert extra time, effort, and initiative to contribute to organization’s success.

**Statement of the Problem**

Education remains a veritable tool for all round development in every society and the quality of education achieved in a given society is dependent on the teachers’ quality of work life and their subsequent engagement. Taking a look at the quality of graduates turned out annually in our educational institutions, it is quite obvious that the quality of our education is on the decline and the society keeps pointing accusing fingers to the teachers while teachers on their own part, keep apportioning blames on the government for lack of motivation to spur them to greater productivity. Teachers are meant to work in
conducive environments with adequate resources provided for the realization of the educational goals and objectives; there should be job security for teachers whereby no teacher would be dismissed arbitrarily without due process, good leadership that will care for the welfare of teachers, there should be free flow of communicate amongst workers, teachers should be adequately rewarded, regularly trained and developed, allowed participation in the decision making process among other things.

Teachers, if motivated and provided with the basic resources could go extra miles to ensure the goals of education are realized but if the reverse is the case, teachers might be disengaged which will be evidenced by negative behaviors such as truancy, absenteeism, negligence to duty, lateness to work, poor teacher-student relationship, acts of indisclipline, lack of proper record keeping, doing petty businesses during school hours, examination malpractice, cultism, gangsterism among the students and other negative vices which will have negative impact on all the stake holders. The researcher is actually bothered by the issues raised here and seeks to investigate, if teachers’ quality of work life can contribute to their job engagement and to what extent can this be done?

Aim and Objectives of the Study

The aim of this study was to examine the extent teachers’ quality of work life jointly and independently contribute to their job engagement in public secondary schools in Rivers State. The specific objectives are to:

1. Find out the extent job security contributes to teachers’ job engagement in public secondary schools in Rivers State.
2. Determine the extent training and development contribute to teachers’ job engagement in public secondary schools Rivers State.

Research Questions

To further guide this study, the following research questions have been posed.

1. To what extent does job security contribute to teachers’ job engagement in public secondary schools in Rivers State?
2. To what extent do training and development contribute to teachers’ job engagement in public secondary schools in Rivers State?

Hypotheses

The following hypotheses to be tested at 0.05 alpha level guided this study.

3. There is no significant contribution of job security to teachers’ job engagement in public secondary schools in Rivers State.
4. There is no significant contribution of training and development to teachers’ job engagement in public secondary schools in Rivers State.

METHODOLOGY

Research design: The design adopted for this study was correlational. This design is appropriate because it seeks to establish the relationship that exists between two or more variables and also indicates the direction and magnitude of the relationship between the variables. In this study, the researcher gathered two sets of data based on teachers’ quality of work life and theirs job engagement and determine the relationship between the two variables. The population for this study consisted of all the eight thousand, four hundred and fifty-two (8,452) teachers; 4,408 males and 4,044 females in 247 Public Senior Secondary Schools in the 23 local government areas of Rivers State. The source is the Rivers State Post Primary Schools’ Board, 2017. The sample size for this study is 400 teachers this represents 5% of the entire population. The proportional stratified sampling technique was used to group the sampled teachers. The minimum sample size of 378 was determined using Taro Yame’s formula. The instruments that are used for this study are in two sets; they are self-designed questionnaires titled Teachers’ quality of work life assessment scale (TQOWLAS) and Teachers’ Job Engagement Scale (TJES) were used to elicit responses from teachers in Public Secondary Schools in Rivers State. The instruments are divided into three sections A, B, C; section A was based on demographic variables of the respondents, section B was focused on the quality of work life which has 50 items while section C focuses on Teachers’ Job Engagement which has 15 items on it. The responses were measured on a modified four point Likert type
rating scale as follow: Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point. The Cronbach Alpha method was used to establish the internal consistency of the instrument. The reliability for Teachers’ Quality of Work Life Assessment Scale (TQOWLAS) was 0.703, while that of Reward Systems Subscale was 0.723, Job Security Subscale 0.735, Training and Development Subscale 0.807, Career Advancement Subscale 0.708, Decision Making Subscale 0.726, and Teachers’ job Engagement Scale (TJES) was 0.877 respectively. The various coefficients are high enough and guarantee the use of the instrument for the study.

Simple regression was used to answer research questions. While t-test associated with simple regression was used to test null hypothesis and Anova associated with it.

RESULTS AND DISCUSSION
Data presentation and
Research Question one
To what extent does job security contribute to teachers’ job engagement in public secondary schools in Rivers State?

Table 1.1a: Simple regression of the contribution of job security to teachers’ job engagement

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.221(^a)</td>
<td>.049</td>
<td>.046</td>
</tr>
</tbody>
</table>

Table 1.1a revealed that the regression correlation coefficient was 0.221 while the R square and adjusted R square is 0.049 and 0.046. The coefficient of determinism was calculated to be 4.9%. This showed that job security contributes 4.9% of teachers’ job engagement in public secondary schools in Rivers State.

Hypothesis one
There is no significant contribution of job security to teachers’ job engagement in public secondary schools in Rivers State.

Table 1.1b: t-test associated with simple regression on the contribution of job security to teachers’ job engagement

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>35.591</td>
<td>2.987</td>
<td>11.915</td>
</tr>
<tr>
<td></td>
<td>Job security</td>
<td>.484</td>
<td>.107</td>
<td>.221</td>
</tr>
<tr>
<td>a.</td>
<td>Dependent Variable: job Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1b revealed that the unstandardized and standardized beta coefficients are 0.107 and 0.221. The t-test value of 4.517 is significant at 0.000 when subjected to an alpha level of 0.05. Therefore, the null hypothesis is rejected. By implication, job security significantly contributes to teachers’ job engagement in public secondary schools in Rivers State.
Research Question two
To what extent do trainings and development contribute to teachers’ job engagement in public secondary schools in Rivers State?

Table 1.2a: simple regression on the contribution of training and development on teachers’ job engagement

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.056*</td>
<td>.003</td>
<td>.001</td>
</tr>
</tbody>
</table>

Table 1.2a revealed that the regression correlation coefficient was 0.056 while the R square and adjusted R square are 0.003 and 0.001. The coefficient of determinism was calculated to be 0.3%. This showed that trainings and development contribute 0.3% of teachers’ job engagement in public secondary schools in Rivers State.

Hypothesis two
There is no significant contribution of trainings and development to teachers’ job engagement in public secondary schools in Rivers State.
Table 1.2b: t-test associated with simple regression on the contribution of training and development on teachers’ job engagement

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>45.886</td>
</tr>
<tr>
<td></td>
<td>training</td>
<td>.101</td>
</tr>
</tbody>
</table>

a. Dependent Variable: job engagement

Table 1.2b revealed that the unstandardized and standardized beta coefficients are 0.107 and 0.056. The t-test value of 1.119 is not significant at 0.264 when subjected to an alpha level of 0.05. Therefore, the null hypothesis was not rejected. By implication, training/development does not significantly contribute to teachers’ job engagement in public secondary schools in Rivers State.

**DISCUSSION OF THE FINDINGS**

**Job Securities and Teachers’ Job Engagement in Public Secondary Schools in Rivers State**

The finding showed that job security contributes 4.9% of teachers’ job engagement in public secondary schools in Rivers State. The extent teachers job security contributed to job engagement is not disheartening, because teachers who do not have job security may be less concerned to the dictates of the job. On the other hand, going by the level of unemployment in the state, the teachers should not lean on job security in order to shy away from their statutory responsibilities. The finding of this study is in
agreement with Khetavath (2015) who found that quality of work life is related to job commitment of teachers. The reason why this study is in line with the finding of Khetavath is because teachers are the same all over. What is obtainable to teachers in one location may be obtainable to other teachers since they attend the same general meeting and belong to the same union. The finding of the study is corroborated by Begas (2012) who found that job security in work life is prominent to teachers’ job engagement. The finding of Begas clarified a lot of hidden issues because teachers who have job security go a long way to show a lot of commitment and dedication to their functional areas in the workplace. In an organization where workers are easily fired and hired may not be experiencing any form of commitment in their engagement owing to the fact that they are not certain when they will be shown the way out. The hypothesis tested in this study showed that job security significantly contributes to teachers’ job engagement in public secondary schools in Rivers State.

The significant contribution found between job security and teachers’ job engagement is in line with the researcher’s inherent perception. In other to consolidate the finding of this hypothesis, Khetavath (2015) found that teachers’ job security significantly predicts teachers’ job engagement. This means that the provision of job security to teachers also provides to a great extent the level of their engagement to duty. Invariably, the increase in the job security of the teachers is significant to the commitment of teachers in secondary schools in Rivers State. This shows that with the provision of job security to the teachers, there may not be any form of engagement in the workforce.

**Trainings/Development and Teachers’ Job Engagement in Public Secondary School in Rivers State**

It was found that trainings and development contribute 0.3% to teachers’ job engagement in public secondary schools in Rivers State. Teachers’ training and development contributed infinitesimally to teachers’ job engagement in secondary schools in Rivers State, Nigeria. One possible reason why teachers training and development programs did not contribute to teachers’ job engagement to a very high extent could be because of the fact that most of the teachers see these programs as effort in futility. They see these programs as an avenue to stay out of work, make new friends but prefer to take the packages that are accruable to such exposure.

This finding is in tandem with the finding of Begas (2012) who stated that training and development program is not a yard stick to measure teachers’ level of engagement. The reason why school administrators send their teachers for development programs is to fully engage them in their job but they end up having teachers who have nothing to show for their exposure to such programs in the school system. No wonder Khetavath (2015) found that teachers see training and development as a formality that is expected of them to do in the job and not necessarily for the enhancement of teaching and engagement in the job. It is confusing to accept the fact that training and development programs did not significantly contribute to teachers’ job engagement as the hypothesis result of this study is not in line with the findings of Begas (2012), who posited that teachers’ training is not significantly related to their job engagement.

**CONCLUSION**

Based on the findings, it was concluded that quality of work life contributes to teachers’ job engagement in Rivers State. It was also concluded that reward systems, job security, career advancement and decision making are significant contributors to teachers’ job engagement but training and development is not.

**RECOMMENDATIONS**

1. The school principals with the support of the community heads should employ the services of local vigilantes in the security network of the schools for adequate protection of life and property.
2. The school principals should be assessed by the Ministry of Education based on the number of teachers sent for professional development programs in a full academic session.
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