



Principals' Staff Welfare and Disciplinary Practice as Correlates of Secondary School Teachers' Job Satisfaction in Jalingo Education Zone, Taraba State, Nigeria

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Abstract: *The study examined principals' staff welfare and disciplinary practices as correlates of secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria. Two research purposes, research questions and null hypotheses guided the study. The study adopted correlational research design. The population of the study consisted of all the one thousand and forty (1040) teachers, in all the 54 secondary schools in Jalingo Education Zone, Taraba State. Four hundred and twenty- nine (429) teachers, from 28 secondary schools, selected through multi-stage sampling procedure served as sample for the study. The instrument for data collection was two researcher-designed questionnaires titled 'Staff Welfare and Disciplinary Practices Questionnaire (SWDPQ) and 'Teachers' Job Satisfaction Questionnaire (TJSQ). The questionnaires were validated by three experts from Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained using Cronbach alpha, which yielded reliability coefficients of 0.85 for SWDPQ and 0.77 for TJSQ, which were esteemed to be reliable. Data generated from the study was analyzed using mean and standard deviation together with Pearson's Product Moment Correlation was used to answer the research questions, while Simple Linear Regression statistic was used to test all the null hypotheses at 0.05 level of significance. The results of the study revealed that principals' staff welfare and disciplinary practice all had significant relationship with secondary school teachers' job satisfaction. The study thus concluded that principals' staff welfare and disciplinary practices significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria. Based on the findings, it was recommended among others that welfare of teachers should never be toyed with, and their salaries and allowances should be regularly provided as when due, meals, housing and other welfare packages should be given to teachers to encourage them to work hard.*

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Conceptualization: all authors	All praise and gratitude to God for the successful completion of this article. The author expresses his gratitude to all parties involved and those who contributed to its preparation. Thanks to their constant prayers and support, this article was successfully completed.
Methodology: all authors	
Investigation: all authors	
Writing original draft preparation: all authors	
Writing review and editing : all authors	
Visualization: all authors	
All authors have read and agreed to the published version of the manuscript.	

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INTRODUCTION

Job satisfaction of teachers is a critical factor in determining the quality and stability of education at all levels, including the secondary school level. Teachers' job satisfaction refers to the degree to which teachers derive pleasure, fulfilment and positive attitude from their teaching jobs. Teachers who are satisfied with their jobs are more committed, more productive and more likely to remain in the profession, thereby enhancing students' academic achievement. Teachers' job happiness is the comprehensive attitude and perspective of educators toward their work environment and vocation. It is a function of the perceived relationship between a teacher's desires from teaching and their perception of what teaching provides. The teaching profession's capacity to address teachers' needs and enhance their job satisfaction may be factor of their productivity. Job satisfaction among teachers is characterized by a positive and fulfilling work environment, distinguished by contentment and commitment to teaching duties (Nwosu, et al. 2024).

In secondary schools, the principal plays a central role in shaping the work environment that influences teachers' job satisfaction through administrative practices or by extension personnel management practices. However, observations have been made regarding the seemingly inability of principals to perform this task as personnel management practices seem inadequately executed by principals in the majority of secondary schools in Nigeria, particularly in Jalingo Education Zone, Taraba State (Ibrahim & Danjuma, 2023). Reports indicate problems such as an inadequate salary structure and benefits, substandard working conditions, insufficient welfare packages, lack of training and development opportunities, absence of recognition, promotion challenges, inadequate teacher incentives, and low staff morale. These factors may lead to job dissatisfaction among teachers and, consequently, diminished commitment to their roles. Consequently, the educators seem to exhibit a tepid disposition, diminished devotion, disloyalty, and reduced concern for pupils, while some have forsaken their teaching positions in pursuit of more fulfilling employment (Nwosu, et al. 2024). Arogundade (2022) further contended that the decline in job satisfaction among secondary school teachers is indicative of inadequate people management inside educational institutions.

Principals are expected to effectively engender job satisfaction among their teachers through the use of effective personnel management practices as reflected in most of their routine administrative tasks which according to Okereke (2018) include: students and staff discipline, recruitment and selection, staff remuneration, resource allocation, students and community relationship, decision-making, negotiation, conflict handling, instructional supervision, employee relations, among others. Other areas include: staff development, motivation, promotion, staff discipline, delegation of responsibilities, staff appraisal practices, supervision, staff welfare practices, among others (Adeyemi & Bello, 2022). However, this study focuses on staff welfare and disciplinary practices.

Staff welfare refers to the various provisions made by the school management to improve the well-being, comfort and motivation of teachers. These include timely payment of salaries and allowances, provision of housing and medical support where applicable, recognition of hard work, opportunities for in-service training, promotion as at when due and creation of a conducive environment (Obiekwe & Ogbo, 2021). When principals prioritize teachers' welfare, it fosters a sense of belonging, value and morale, which in turn increases job

satisfaction. Conversely, neglect of welfare services often leads to frustration, low morale, absenteeism and high turnover among teachers (Okafor & Nwankwo, 2023).

Staff welfare practice may be seen as a corporate attitude or commitment reflected in the expressed care for employees at all levels, underpinning their work and the environment in which it is performed (Cowling & Miner, cited in Itodo & Abang, 2018). Muhammad and Owais (2015) opined that welfare practice such as reward and recognition can be considered important tools used in increasing employees' morale in any organization. Principals can make use of rewards for staff motivation. The two basic rewards (financial and non-financial) can be utilized in an organization to achieve job satisfaction and improve performance. Financial reward mostly consists of pay for performance such as job promotion, bonus, commission, gifts and nonfinancial rewards mostly consist of social recognition, appreciation, working conditions, work responsibility, job security, cordial relationship, among others. Arogundade (2022) however observed that the welfare of teachers in most secondary schools seem not to have been taken as one of the priorities to complement them for utmost satisfaction. The researchers have also observed that teachers' welfare in Jalingo Education Zone, Taraba State is not getting the adequate attention that it deserves, which could lead to lack of commitment and other nonchalant attitudes from them. Therefore, for teachers in the secondary schools to be productive, they must be respected through the appropriate provision of welfare packages by principals and failure in this practice could lead to low morale among the teachers which could be anti-progressive.

Empirically, staff welfare practice has been investigated by scholars. Enweozor (2021) carried out research on relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Anambra State. The study found that principals' improvement and maintenance of teachers' welfare services is significantly related with teachers' job satisfaction. Similarly, Arogundade (2022) conducted a study on job security and staff welfare as correlates of teachers' job satisfaction in secondary schools in Ekiti State, Nigeria and discovered a significant relationship between staff welfare and teachers' job satisfaction. Also, Ashaba et al. (2020) investigated effects of teachers' welfare on job effectiveness among secondary schools in Mbarara City, Uganda, and discovered a moderate positive relationship between teachers' welfare and job effectiveness. However, Akinrotimi, et al. (2019) examined welfare packages and job satisfaction among public secondary school teachers in Ondo State, Nigeria, and found significant relationship between external welfare packages and job satisfaction. Similarly, Olajuwon and Oluwakemi (2019) investigated predictive impacts of welfare packages on teachers' job satisfaction and productivity in public secondary schools in Lagos State Education District V. The study found that staff welfare has no significant impact on teachers' job satisfaction in public secondary schools in Lagos State Education District V, Nigeria.

Disciplinary practice is another core function of the school principal. It involves the establishment and enforcement of rules, regulations and codes of conduct aimed at ensuring order, accountability and professional ethics among staff (Egwu & John, 2021). Effective disciplinary practice is expected to be fair, consistent, transparent and corrective rather than punitive. However, when disciplinary practices are harsh, biased, inconsistent or authoritarian, they can create fear, resentment and dissatisfaction among teachers, thereby negatively affecting job satisfaction (Eze & Okonkwo, 2023). Discipline itself has to do with an individual

exhibiting a relatively permanent reflection of orderliness, responsiveness, diligence and conduct. According to Siagian (2016), staff discipline is a form of training that seeks to improve and shape knowledge, attitudes and behaviors that make employees try to work cooperatively with other employees and improve performance. Chukwuma and Nwaham (2017) asserted that discipline involves moral, mental or psychological training and consequent development of self-control by individuals. Staff discipline in the school system is the ability of both academic and non-academic staff in secondary schools to submit totally to the laid down rules and regulations of the institution.

Principals' staff discipline practice thus involves measures put in place by secondary school principals to make teachers and other staff remain within the bounds of the rules of conduct of the school organization. However, scholars have noted that in Nigerian schools, the level of discipline in the education sector seems to be declining and the outcome of this is manifested in poor performance of both staff and students. Also, the researchers have observed with dismay, various forms of disciplinary issues among teachers in Jalingo Education Zone such as lateness to school, absenteeism, poor keeping of school records, poor lesson preparation, among others. This could be a result of inability of principals to utilize appropriate approaches to staff discipline. They also seem to lack knowledge, skills and ability to use suitable measures to sustain teachers' morale and satisfaction (Ibrahim & Danjuma, 2023). This situation is capable of hindering efficiency and effectiveness in the utilization of resources for better productivity and thus worthy of further investigation to address it.

Also, some empirical studies have been conducted on staff disciplinary practices. Unachukwu and Orji (2021) examined principals' staff development and disciplinary practices as correlates of teachers' job productivity in Anambra State public secondary schools. The study discovered significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools. Similarly, Istarina, et al. (2021) investigated the effect of principals' leadership and work discipline practice on the job performance of state elementary school teachers in Banding Agung, Indonesia, and found a significant and positive effect of work discipline practices and teachers' job performance. Also, Mufidah et al. (2022) conducted a study on the influence of work discipline on the performance of teachers in Cluwak District, Indonesia. The finding revealed that that work discipline has significant contribution to efforts to improve teacher performance with a correlation coefficient value of 0.614. Setyaningsih (2020) carried out a study on influence of school leadership, discipline and work motivation toward high school teacher performance schools in Kulonprogo Regency, Indonesia. Findings revealed that principals' leadership, work discipline and work motivation influence teachers' job performance in high schools in Kulonprogo Regency, Indonesia.

In Jalingo Education Zone, Taraba State, secondary school teachers seem to operate under diverse administrative styles of principals. Anecdotal evidence and observations suggest variations in how principals handle staff welfare and discipline, with some teachers expressing satisfaction, while others complain of poor welfare packages and unfair disciplinary measures. In addition, there are complaints about principals' disciplinary practices of being autocratic, inconsistent and sometimes vindictive (Ibrahim & Danjuma, 2023). This situation raises concerns about how these practices actually relate to teachers' job satisfaction. Despite the importance of this issue, there appears to be a dearth of empirical studies focusing on Jalingo

Education Zone, thus creating a gap in knowledge that this study seeks to fill. It is against this background that this study investigated principals' staff welfare and disciplinary practices as correlates of secondary school teachers' job satisfaction in Jalingo Education Zone, State, Nigeria.

Statement of the Problem

Secondary school teachers in Nigeria, including those in Jalingo Education Zone of Taraba State, have continued to express concerns over low job satisfaction, manifested in frequent agitations, strike actions, low commitment to duties and intention to leave the profession for better opportunities. This low job satisfaction has been attributed to several factors, among which are principals' administrative practices. Ideally, principals are expected to enhance teachers' job satisfaction through effective welfare practices and fair disciplinary procedures. However, in Jalingo Education Zone, it appears that many secondary school teachers are faced with inadequate welfare provisions such as lack of recognition, poor working conditions, delayed promotion and limited opportunities for professional development. In addition, there are complaints about principals' disciplinary practices of being autocratic, inconsistent and sometimes vindictive, which may undermine teachers' morale and job satisfaction.

If the situation as enunciated above is not addressed, it could lead to further decline in teachers' commitment, poor instructional delivery and ultimately poor academic performance of students in the zone. However, the intersection between staff welfare and disciplinary practices and teachers' job satisfaction seem not yet documented in Jalingo Education as most of the studies on this issue were conducted in other geographical locations. Therefore, the problem of the study is to investigate the relationship between principals' staff welfare and disciplinary practices and teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate staff welfare and disciplinary practices as correlates of secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

1. Determine the relationship between staff welfare practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.
2. Examine the relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Research Questions

The following research questions guided the study:

1. What is the relationship between staff welfare practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?
2. What is the relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho₁: Staff welfare practice does not significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Ho₂: There is no significant relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

METHODOLOGY

The correlational research design was used for the study. The population of the study was 1,040 teachers from all the 54 public secondary schools in Jalingo Education Zone, Taraba State. The multi-stage sampling procedure was used to select 429 teachers from 26 public secondary schools in Jalingo Education Zone as sample size for the study. The instrument for data collection was two questionnaires designed by the researchers tagged 'Staff Welfare Practices and Disciplinary Practices Questionnaire (SWDPQ), referred to as Part 1, and 'Teachers' Job Satisfaction Questionnaire (TJSQ), referred to as part 2. Both the SWDPQ and TJSQ consisted of two sections A and B. Section A elicited information on the demographic information of the respondent, while Section B contained the questionnaire items based on the research variables. The SWDPQ consisted of two clusters A and B, of ten items each, which gave a total of 20 items. Cluster A sought information regarding principals' staff welfare practices, while cluster B was on principals' staff disciplinary practices. The TJSQ comprised of 20 continuous items designed to elicit information on the dependent variable of the study, which is teachers' job satisfaction. Both the SWDPQ and TJSQ were made a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and were scored 4, 3, 2, and 1 for positive items and 1, 2, 3, and 4 for negative items respectively. The instrument was validated by three experts from Faculty of Education Taraba State University Jalingo, and the corrections given by the experts were incorporated into the final copy of the instrument. The reliability of the questionnaires was done through pilot test involving 40 teachers randomly selected from two secondary schools in Jalingo Education Zone, which were part of the population, but not part of the sample size. Cronbach's Alpha was used to ascertain the reliability which yielded reliability coefficients of 0.84 for the SWDPQ and 0.76 for the TJSQ, respectively. These scores obtained were esteemed to be reliable. Consequently, the questionnaires were deemed credible for the study. Data generated from the study was analyzed using mean and standard deviation together with Pearson's Product Moment to answer the research questions. The decision rule was 2.50. This means that items that scored 2.50 and above were accepted, while items that scored less than 2.50 were rejected. Also, simple linear regression statistic was used to test all the null hypotheses. The decision rule was: if the calculated (r) value exceeds the critical (r), the null hypothesis was accepted, but if the critical (r) value exceeds the calculated (r), then the null hypothesis was rejected. All the null hypotheses were tested at 0.05 level of significance.

RESULT AND DISCUSSION

Results

The data collected for the study were presented and analyzed using mean and standard deviation together with Pearson's Product Moment Correlation was used to answer the research questions, while simple Linear regression was used to test all the null hypotheses at 0.05 level of significance.

1. Research Questions

Research Question 1: What is the relationship between staff welfare practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?

Table 1. Mean Ratings of Respondents with Regard to Staff Welfare Practice

s/n	Item description	Response							
	Cluster C: Principals' Staff Welfare Practices	SA	A	D	SD	Sum	X	SD	Dec
1	My principal ensures conducive work environment is provided in the school to enable staff perform their job well.	428	483	172	52	1135	2.80	0.974	A
2	My principal often rewards staff in cash or kind for doing their job well.	184	345	414	38	981	2.42	0.811	D
3	My principal often gives me listening ear when I need someone to talk to.	444	330	138	116	1028	2.53	1.171	A
4	My principal makes issues related to staff welfare top priority in my school.	196	423	260	86	965	2.38	0.95	D
5	My principal has often given me financial help in times of serious need.	60	432	264	115	871	2.15	0.875	D
6	My principal often organizes well packaged send-off parties for teachers/Staff going on transfer.	116	207	474	71	868	2.14	0.783	D
7	In my school, instructional materials needed for lessons are adequately provided by my principal.	128	237	464	63	892	2.20	0.792	D
8	Teachers working conditions are given top priority in my school by my principal.	116	222	462	72	872	2.15	0.791	D

9	My principal often goes the extra mile to involve staff in decision making especially in issues relating to staff welfare.	332	474	154	88	1048	2.58	1.043	A
10	In my school, issues relating to staff security are given adequate attention by my principal.	220	339	328	74	961	2.37	0.943	D
Cluster Mean							2.37	.943	D

Source: Researchers' Field Survey, 2026

Table 1 above shows the respondents' views on principals' staff welfare practice as it relates to teachers' job satisfaction. Mean scores and corresponding standard deviations are presented. Respondents disagreed with 7 of the 10 items. Invariably, respondents disagreed that principal often rewards staff in cash or kind for doing their job well ($x = 2.42$; SD; 0.811); also, principals do not make issues related to staff welfare top priority in schools ($x = 2.38$; SD = 0.95); principals do not often give teachers financial help in times of serious need ($x = 2.15$; SD = 0.875); principals do not often organize well packaged send-off parties for teachers/Staff going on transfer ($x = 2.14$; SD = 0.783), (27, 28, 30 which happens to be below the acceptable range of 2.50. Respondents however agreed that principal ensures conducive work environment is provided in the school to enable staff perform their job well ($x = 2.80$; SD = 0.974); principals often give listening ear when teachers need someone to talk to ($x = 2.53$; SD = 1.171); and also, principal often goes the extra mile to involve staff in decision making especially in issues relating to staff welfare ($x = 2.58$; SD = 1.043). The cluster mean score is 2.37 and a standard deviation of 0.943, which means that principals' staff welfare practice is rated below the accepted mean score.

Table 2. Mean Ratings of Respondents with Regard to Teachers' Job Satisfaction

s/n	Item description	Response							
	Teachers' Job Satisfaction. Due to my principals' personnel management practices:	SA	A	D	SD	Sum	X	SD	Dec
1	I derive much pleasure from performing my assigned responsibilities.	196	462	214	96	968	2.38	0.976	D
2	I have become more productive in my job performance	132	498	298	58	986	2.43	0.834	D
3	I come to school regularly to carry out my duties	284	570	202	44	1100	2.71	0.880	A
4	I have no intention of leaving my teaching job for another job	184	276	392	72	924	2.28	0.885	D

5	I hardly get involved in accidents because I always pay attention to details	424	363	214	72	1073	2.64	1.053	A
6	I carry out my assigned duties easily without feeling much stress at work	156	291	362	89	898	2.21	0.894	D
7	I am always willing to accept extra responsibilities at work	344	453	218	60	1075	2.65	0.975	A
8	I can easily handle any pressure emanating from my job performance	112	477	286	76	951	2.34	0.860	D
9	I am able to happily relate very well with my colleagues at work	272	411	272	65	1020	2.51	0.952	A
10	I can comfortably go the extra mile in fostering my interpersonal relationship with students	188	507	248	66	1009	2.49	0.899	D
11	I hardly complain about my job because I have grown to love my job	92	309	372	94	867	2.14	0.834	D
12	I am very prudent on usage of school materials in the course of performing my job	336	402	258	59	1055	2.60	0.973	A
13	I am willing to give extra hours for co-curricular activities because I love my job.	128	237	464	63	892	2.20	0.792	D
14	I care less about unionism in my profession because I am satisfied with my job	196	423	260	86	965	2.38	0.950	D
15	I have become very careful in the usage of time when performing my job	276	468	260	51	1055	2.60	0.913	A
16	I always come to school early because I am very happy with my job.	216	468	242	75	1001	2.47	0.942	D
17	I have no doubt in recommending my kind of job to others.	116	207	474	71	868	2.14	0.783	D
18	I see teaching as a very rewarding job	116	222	462	72	872	2.15	0.791	D
19	Being satisfied with my job makes me relate very well my students in class	120	222	446	79	867	2.14	0.810	D

20	Delivering lessons in class makes me feel accomplished	592	426	168	32	1218	3.00	0.943	A
Cluster Mean							2.42	.927	D

Source: Researcher's Field Survey, 2024

The Table above (1b), which checked for teachers' job satisfaction, revealed that 7 out of the 20 items were rated above the criterion score of 2.50. Thus, 13 of the items can be seen to be below the criterion mean of 2.5. For instance, the respondents' mean score on the item measuring whether teachers derived much pleasure from performing assigned responsibilities was 2.38, with standard deviation of .976; in measuring whether teachers have become more productive in job performance due to principals' personnel management practices, a mean score of 2.43 and SD of .834 was realized. Respondents disagreed on whether teachers have no intention of leaving teaching job for another job ($x=2.28$; $SD = 0.885$); teachers carry out assigned duties easily without feeling much stress at work ($x=2.21$; $SD = 0.894$). Items 8, 10, 11, 13, 14, 16, 17, 18, and 19 have means scores of 2.34; 2.49; 2.14; 2.20; 2.38; 2.47; 2.14; 2.15; and 2.14 respectively, which implies that respondents disagreed to those items. Nevertheless, despite respondents agreeing that, due to principals' personnel management practices, teachers go to school regularly to carry out their duties ($x = 2.71$; $SD = .880$); that teachers hardly get involved in accidents because they always pay attention to details ($x = 2.64$; $SD = 1.053$); due to principals' personnel management practices, teachers are always willing to accept extra responsibilities at work ($x = 2.65$; $SD = .975$); and that, due to principals' personnel management practices, teachers are able to happily relate very well with colleagues at work ($x = 2.51$; $SD = .952$), the grand mean was found to be 2.42, which is below the criterion mean of 2.50 for acceptance level. This was despite items 12, 15, and 20 also having mean scores of 2.60; 2.60; and 3.00 respectively. This implies that the respondents rated teachers' job performance due to principals' personnel management practices is also rated as low.

Table 3.
Correlations Between Staff Welfare Practice and Teachers' Job Satisfaction

Correlations			
		Job Satisfaction	Staff Welfare
Pearson Correlation	Job Satisfaction	1.000	.720
	Staff Welfare	.720	1.000
Sig. (1-tailed)	Job Satisfaction	.	.000
	Staff Welfare	.000	.
N	Job Satisfaction	429	429
	Staff Welfare	429	429

From the r value of 0.720, there is strong suggestive evidence that staff welfare practice ($x = 2.37$; $SD = 0.94$) as seen in Table 1 a and teachers' job satisfaction ($x = 2.42$; $SD = 0.92$) as seen in Table 1b, there is a positive relationship between the two variables. A low mean score rating below 2.50 on one variable is also evident on the other variable.

Research Question two: What is the relationship between principals' staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?

Table 4. Mean Ratings of respondents With Regard to Staff Disciplinary Practice

s/n	Item description	Response							
	CLUSTER D: Principals' Staff Discipline Practices	SA	A	D	SD	Sum	X	SD	Dec
11	My principal often upholds the rules and regulations governing the school.	440	363	200	75	1078	2.66	1.068	A
12	Staff who absent themselves from duty are often punished by my principal to serves as a deterrent to others.	24	210	458	101	793	1.95	0.692	D
13	My Principal's insistence on the demotion of staff who abate examination malpractice has helped to reduce such offence in my school.	96	507	280	73	956	2.35	0.842	D
14	My principal has often punished staff who go against the professional code of conduct.	24	294	356	124	798	1.97	0.779	D
15	Staff accused of any offence in my school are always given fair hearing by my principal.	36	186	480	95	797	1.96	0.689	D
16	My Principal often displays fairness in disciplining of staff.	208	672	184	38	1102	2.71	0.806	A
17	My Principal often exhibits exemplary conduct which has made staff to abide by school rules.	80	420	198	147	845	2.08	0.948	D
18	Teachers who always adhere to school rules and regulations are often praised by my school principal	260	450	280	51	1041	2.56	0.905	A
19	Principal's adherence to school rules and regulations motivates me to adhere too.	92	279	380	100	851	2.10	0.833	D

20	My Principal thoroughly investigates offences before sanctioning an erring staff.	404	288	278	70	1040	2.56	1.045	A
Cluster Mean							2.29	.918	D

Source: Researchers' Field Survey, 2026

Table 2a above on how principals' staff disciplinary practice relate to teachers' job satisfaction in Jalingo Education Zone, shows mean scores and corresponding standard deviations. Out of the 10 items on this cluster, 6 items are seen to be below the criterion mean of 2.50 for acceptance level. Although respondents agreed that the principal often upholds the rules and regulations governing the school ($x = 2.66$; SD; 1.068); that principal often displays fairness in disciplining of staff ($x = 2.71$; SD = 0.806); that teachers who always adhere to school rules and regulations are often praised by school principals ($x = 2.56$; SD = 0.905), among others, they however disagreed to more of the items than they agreed. For instance, respondents disagreed that staff who absent themselves from duty are often punished by principal to serves as a deterrent to others ($x = 1.95$; SD = 0.692). They also disagreed that principals' insistence on the demotion of staff who abate examination malpractice has helped to reduce such offence in schools ($x = 2.35$; SD = 0.842). Likewise, principals do not often punish staff who go against the professional code of conduct ($x = 1.97$; SD = 0.779), among others. Due to high number of items on the cluster with mean scores below 2.50, the cluster mean score is low ($x = 2.29$; SD = 0.918). This indicates that respondents' rating of principals' staff discipline practices is low and below average. Further comparison of the independent variable (principals' staff discipline practice) having cluster mean of 2.29 with the dependent variable which is teachers' job satisfaction (as seen in Table, 1 b), which has mean score of 2.42 shows empirical evidence that there is positive relationship between the two variables.

Table 5.
Correlations Between Staff Disciplinary Practice and Teachers' Job Satisfaction

Correlations			
		Job Satisfaction	Disc. Practice
Pearson Correlation	Job Satisfaction	1.000	.633
	Disc. Practice	.633	1.000
Sig. (1-tailed)	Job Satisfactio	.	.000
	Disc. Practice	.000	.
N	Job Satisfaction	429	429
	Disc. Practice	429	429

The r value of 0.633 shows that there is strong evidence that staff disciplinary practice ($x = 2.29$; SD = 0.91) as seen in table 2 a and teachers' job satisfaction ($x = 2.42$; SD = 0.92) as seen in Table 1b are positively related. As one variable decreases, so also does the other. This implies a relationship does exist between the two variables in a positive direction as low scores on the independent variable is equally seen on the dependent variable.

2. Hypotheses Testing

Hypothesis one: Staff welfare practice does not significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Table 6.
Simple Linear Regression Analysis showing Relationship Between Principals' Staff Welfare Practice and Teachers' Job Satisfaction
Descriptive Statistics

	Mean	Std. Deviation	N
Job Satisfaction	2.42	.258	406
Staff welfare practice	2.37	.316	406

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.346 ^a	.120	.118	.242

a. Predictors: (Constant), Staff welfare practice

b. Dependent Variable: Job Satisfaction

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.223	1	3.223	54.993	.000 ^b
	Residual	23.676	404	.059		
	Total	26.899	405			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Staff welfare practice

Source: Researchers' Analysis, IBM SPSS Statistics, 2026

From table 3 above, which shows Simple Linear Regression Analysis results for hypothesis 2 on the relationship between the principals' staff welfare practice and teachers' job satisfaction reveals that ($N = 406$, $R = 0.346$; $p < 0.000$). The coefficient of determination ($R^2 = .120$) indicates the predictive capacity of the independent variable to determine teachers' job satisfaction. Likewise, p-value is below 0.05, thus giving strong enough evidence against the null hypothesis. Therefore, the null hypothesis which states that staff welfare practice does not significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State is rejected and the alternative hypothesis upheld.

Hypothesis two: There is no significant relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Table 7.
Simple Linear Regression Analysis Showing Relationship Between Staff Disciplinary Practice and Secondary School Teachers' Job Satisfaction

Descriptive Statistics			
	Mean	Std. Deviation	N
Job Satisfaction	2.42	.258	406
Staff disciplinary practice	2.29	.319	406

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.289	.287	.218

a. Predictors: (Constant), Staff disciplinary practice

b. Dependent Variable: Job Satisfaction

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.760	1	7.760	163.815	.000 ^b
	Residual	19.139	404	.047		
	Total	26.899	405			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Staff disciplinary practice

Source: Researchers' Analysis, IBM SPSS Statistics, 2026

Table 4 above shows regression analysis results for hypothesis 4, which tests relationship between principals' staff disciplinary practice and teachers' job satisfaction reveals that ($N = 406$, $R = 0.537$; $p < 0.000$). This indicates a strong and positive relationship between staff disciplinary practice and teachers' job performance. The coefficient of determination ($R^2 = .289$) equally highlights the predictive capacity of principals' staff disciplinary practice to determine teachers' job satisfaction. P-value below 0.05 also disproves the null hypothesis. Therefore, the null hypothesis which states that there is no significant relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State is rejected and the alternate hypothesis upheld.

Discussion of Findings

Findings of this study were made by using mean scores and standard deviations to analyze the four research questions. Hypotheses were equally tested using Linear Regression statistics in order to provide bases for correct inference. Discussions of the findings are presented below.

Mean and standard deviation scores showing relationship between principals' staff welfare practice and teachers' job satisfaction in Jalingo Education Zone show the principals had very low ratings on the items. Also, the corresponding hypothesis tested using simple linear

regression revealed a moderate positive correlation between the independent and dependent variables of Principals' staff welfare practice and teachers' job satisfaction. Therefore, the null hypothesis which states that Principals' staff welfare practice does not significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State, is rejected and the alternative hypothesis upheld.

The findings align with that of Enweozor (2021) who found that principals' improvement and maintenance of teachers' welfare services significantly relate with teachers' job satisfaction in Ogidi Education Zone of Anambra State, Nigeria. The finding further supports that of Arogundade (2022) conducted a study on job security and staff welfare as correlates of teachers' job satisfaction in secondary schools in Ekiti discovered a significant relationship between staff welfare and teachers' job satisfaction in Ekiti State. Also, findings of the study is congruent with Ashaba, Twebaze and Novatus (2020) who found a moderate positive relationship between teachers' welfare and job effectiveness among secondary schools in Mbarara City, Uganda. However, the finding disagrees with that of Akinrotimi, Ajalode and Allen (2019) who found no significant relationship between welfare packages and job satisfaction among secondary school teachers in Ondo State, Nigeria. It further disagrees with the finding of Olajuwon and Oluwakemi (2019) whose study established no significant impact of staff welfare on teachers' job satisfaction in public secondary schools in Lagos Education District V, Lagos State, Nigeria.

It therefore follows that when principals develop effective welfare packages for their classroom teachers, it will go a long way to making the teachers perform their jobs well, but the reverse will be the case if the teachers feel their welfare is not given proper attention by the principals.

Also, mean average and standard deviation scores on relationship between staff disciplinary practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State indicated low ratings for principals on most items. The corresponding hypothesis test using linear regression statistics showed a strong positive relationship between principals' staff disciplinary practice and teachers' job satisfaction.

This finding is harmonious with Unachukwu and Orji (2021) who found significant relationship between principals' staff disciplinary practice and teachers' job productivity in public secondary schools in Anambra State, Nigeria. The finding further lends support to the finding of Istarina, Arafat and Puspita (2021) who found that principals' work discipline practice has significant effect on teachers' job performance in schools in Bandung Agung, Indonesia. It also supports the finding of Mufidah, Sukirman and Sri (2022) who found significant influence of work discipline on teachers' job performance in Cluwak District, Pati Regency, Indonesia. Likewise, findings of this study support that of Setiyaningsih (2020) who found that that principals' leadership, work discipline and work motivation influence teachers' performance in senior high schools in Kulonprogo Regency. Indonesia.

The place of discipline in an organization can never be undermined because, entropy and anarchy are likely to arise naturally when principals adopt a laissez-faire approach to organizational management by allowing punishing absentee staff to serve as deterrent to others, or by allowing professional codes of conduct to be violated by staff. Such negligence or incompetence may further generate resentment from other staff who comply with strict rules

and regulations imposed on them, thus leading to a state of dissatisfaction among teachers in a school.

CONCLUSION

Based on the data presentation, analyses and the findings, the study concludes that staff welfare and disciplinary practices significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria. This implies that when principals effectively get involved in issues regarding staff welfare and discipline, teachers' job satisfaction will be enhanced and when the teachers are satisfied with their jobs, job productivity will also increase.

Recommendations

In view of the findings and conclusion of the study, the following recommendations were made:

1. The welfare of teachers should never be toyed with. Teachers' salaries and allowances should be regularly provided as when due, meals, housing and other welfare packages should be given to teachers to encourage them to work hard.
2. A proper disciplinary enforcement mechanism should be set up to ensure compliance to school rules and regulations. This can be achieved by the Ministry of Education prioritizing staff discipline and conduct in the schools, by regularly addressing staff disciplinary recommendations of the principals. This would encourage principals to uphold the disciplinary measures that have proven to be strongly and positively related with teachers' job satisfaction.

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