

MANAGEMENT SUPPORT SERVICES AS PREDICTORS OF TEACHERS' JOB ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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Abstract

The study investigated management support services as predictors of teachers' job engagement in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 7,248 teachers in the 267 public secondary schools in Anambra State. The sample for this study consists 726 teachers drawn using proportionate stratified sampling technique. Two sets of structured instruments titled 'Management Support Services Questionnaire (MSSQ)' and 'Teachers' Job Engagement Questionnaire (TJEQ)' were used for data collection. The instruments were subjected to face validation by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validation of the instruments was determined using factor analysis. The internal consistencies of the instruments were determined using Cronbach Alpha method which yielded overall reliability indices of 0.83 for MSSQ and 0.84 for TJEQ respectively. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 726 copies were distributed, out of which 713 copies were properly filled and successfully retrieved indicating 98% return rate. Simple regression was used to answer the research questions and test hypotheses 1-2, while multiple regression to answer research question 3 and test hypothesis 7. The findings of the study revealed among others staff professional development services is a strong predictor of teachers' job engagement in secondary schools in Anambra State. It was also found that mentoring services is a strong predictor of teachers' job engagement in secondary schools in Anambra State. Further result showed that management support services is a significant predictor of teachers' job engagement in secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education should mandate and support principals to constitute management support services committee saddled with responsibilities rendering assistance to teachers for improving their job engagement.

Keywords: Management, Support Services, Teachers, Job Engagement, Professional Development, Welfare

Introduction

Every nation desires to improve the quality of education to produce skilled manpower for making meaningful contributions to the progress of the society. The quality of education could be improved through teachers who are specifically trained to impart knowledge and skills to learners in the classrooms. Teachers are responsible for the implementation of curriculum and educational policies at classroom level to develop the full potentials and bring about desirable change in the behaviour of learners in learning institutions. Thus, bedrock of quality education is dependent on the teachers' job engagement in learning institutions.

Teachers' job engagement is act of displaying considerable energy, devotion and enthusiasm to teaching responsibilities in schools. Budiongan and Corpuz (2024) defined teachers' job engagement as the psychological involvement of members of teaching staff in their work through display of high levels of commitment, enthusiasm and connection to their roles, colleagues and broader educational mission. Teachers' job commitment is act of being energetic and dedicated to performing of teaching and other official tasks in secondary schools. Obasi and Adieme (2021) defined job engagement as the demonstration of enthusiasm, mental and emotional connection of teaching staff in school organization. Teachers' job engagement is associated with loyalty, cooperation and willingness to perform assigned tasks in the school. It is the demonstration of passion and active involvement in teaching activities to attain predetermined educational goals and objectives. Teachers' job engagement is described by DeeLe and Oluwuo (2023), as the participation and dedication to obligation of teaching to improve their service delivery for attainment of set educational goals. The authors added that it is the desire and willingness of the teacher to contribute optimally towards the achievement of the educational goals. Operationally, teachers' job engagement is the

strong inclination of members of teaching staff to devote their time and energy towards carrying out their official duties for the accomplishment of predetermined educational objectives.

Teachers are engaged in their job through actively participating in curricular and co-curricular activities in schools. Aboh and Asiyai (2023) asserted that teachers' job engagement is demonstrated through coming to school regularly, making early preparation for teaching in class, completion of their syllabus on time, consultation of their colleagues in solving of their class problems, cooperating with their colleagues in solving school problems, maintaining good relations with their colleagues, fulfilment of their assigned activities on time, maintenance of discipline in their class, motivation of students to take part in co-curricular activities, attendance of their class on time, regular preparation of lesson plan and showing of great concern for all learners. Teachers display job engagement by putting substantial efforts to go beyond the normal level of duties in learning institutions. Budiongan and Corpuz (2024) asserted that teachers who exhibit job engagement are more inclined to involve in classroom activities, co-curricular events, adopt student-centered teaching methods, use personalized learning approaches, demonstrate proactive attitude towards exploring novel pedagogical methods, embracing technological advancements and engaging in continuous learning opportunities to improve learning outcomes.

There is negative work attitude exhibited by some teachers which seem to depict job disengagement in public secondary schools in Anambra State. Thompson and Unachukwu (2022a) maintained that teachers exhibited job disengagement through lateness to work, absenteeism, taking of long breaks, fake sick leaves and eventually premature withdrawal from public secondary schools in Anambra State. Similarly, Obionu, Ughamadu and Obiagwu (2024) noted that in some public secondary schools in Anambra State, teachers come late to school, some undertake irregular and unauthorized movement from school, some use the official hours for their private businesses, some do not exhibit zeal in performing assigned responsibilities, while some show low level of engagement and commitment to school activities. Also, Egboka, Oparaji and Ariwuzo (2024) noted that the job disengagement exhibited by teachers through perpetual habit of work lateness, incomplete coverage of syllabus, redundancy at work and absenteeism among secondary schools in Anambra State has become so worrisome. Teachers are more likely to actively engaged in their roles in schools where they are offered management support services.

Management support services is administrative functions that are geared towards helping and motivating teachers to effectively carry out their duties in secondary schools. Okon, Okpa and Okoi (2020) described management support services as the assistance provided to teachers to help them discharge their professional responsibilities and also improve students' learning in the classroom. Furthermore, Okon et al stressed that management support services are geared towards enhancing the competence of teachers through in-service education to improve learning as well as provision of conducive school environment to make learning experiences realistic and more meaningful to the learners. Management support supports are the various programmes and assistance provided by school administrators to make work environment comfortable for members of staff in institutions of learning. Asu-Okang (2019) described management support services as certain activities and functions geared towards strengthening skills of staff and assisting them to successfully compete their work roles and programmes of learning institutions. It is physical, social, professional growth opportunities and medical exercise made available for staff and students to encourage their participation on curricular and co-curricular activities in secondary schools. Management support services is defined by Mugayi and Mulyungi (2018), as the process of allocating resources, organizing capacity building programmes and creating enabling environment to enable members of staff work hard towards successful implementation of programmes of an organization. Operationally, management support services can be described as provision of necessary facilities and developing of programmes to build enabling work environment, improve skills and well-being of teachers to motivate them in executing their duties in secondary schools.

The kind of management support services rendered to teaching staff of learning institutions can go a long way to motivate them to work hard towards improving their instructional delivery at classroom level. Barnes and Lang (2023) identified health and welfare programmes as essential management support services required by teachers to proactively work with school administrators to implement their programmes for attainment of set goals. Furthermore, Barnes and Lang asserted that when school management provides support services to teachers, they feel valued and this creates a positive work climate and healthy collegial relationship in learning institutions. Management support services could be in forms of allocation of resources, encouraging staff professional development and sharing past work experiences with members of teaching staff in secondary schools. Atanda and Abikoye (2023) identified the indices of management support services to include medical/health services, mentoring services and library services. Also, Egboka (2018) listed management support services to include: professional development and staff welfare. The focus

of this study is on professional development services and staff welfare services. The justification for the choice is because they are areas that will likely impact on teachers' job engagement.

Staff professional development is the learning opportunities made available for teachers to empower them to effectively discharge their teaching. school. Darusa (2024) described staff professional development services as the provision of facilities and opportunities for teachers to acquire new skills and knowledge needed to perform the job for which they are employed for and also to develop their personal potentials to meet the present and future needs of the school. Staff professional development services are provided for teachers keep abreast of the latest development in instructional delivery in the classroom. Staff professional development services enables teachers to advance skills and knowledge in their subject areas to increase learning outcomes in the classroom. Okereke and Igwebuike (2023) averred that professional development is acquired through the means of training which might through workshops, seminars and conferences to enable teachers develop themselves and keep abreast with the rapidly changing environment. Other professional development services include: refresher courses, symposia, sandwich, part-time and full-time programme study through study leaves. It is through professional development that teachers can upgrade their skills to cope with constant changes in education policies and practices in learning institutions. The skills acquired by teachers through professional development services could enable them to cope with changes which prevent job stress and contribute towards improving their welfare.

Staff welfare services are facilities and benefits received by workforce of an organization to improve their well-being. Welfare services is defined by Onyekwelu (2024a), as a comprehensive set of benefits, incentives, and support provided by government and public school administrators to enhance the well-being, satisfaction and overall quality of life of teachers. Welfare services are geared towards promoting the comfort and happiness of staff in secondary schools. Osim and Nnaji (2024) asserted that welfare services include housing/accommodation, medical services, advisory services, secure work environment, retirement benefits, good work conditions, periodic free work days or leaves, satisfactory salaries, leave allowances, promotion arrears, hazard allowances, overtime, and other related monetary incentives. The provision of welfare services for teachers could energize and boost their morale to carry out their duties in such a way to improve their efficiency and productivity. Such welfare services include but not limited to official cars, car loan, counselling services, staff schools for teachers' children, adequate retirement/pension scheme and granting of study leave among others (Okereke & Igwebuike, 2023). The welfare services could take the forms of allowances, housing, transportation, recreation facilities, and Christmas parties and others fringe benefits (Afolabi, Adenegan & Adenegan, 2021). The welfare of staff could be facilitated by rendering supports and guidance to them through mentoring services.

Teachers seem not to receive adequate supports needed to enable them effectively engage in their work activities in public secondary schools in Anambra State. Obionu, Ughamadu and Obiagwu (2024) asserted that there is delay in payment of teachers' salaries, inadequate teachers' professional development, non-involvement of teachers in decision-making and poor work environment in public secondary schools in Anambra State. Also, Asuzu (2019) stated that there are problems of delayed payment of salaries and pensions of teachers, lengthy hours of work devoid of over-time payment, shortage of medical facilities, deprivation of mentoring, poor conditions of services and inadequate supports of teachers in public secondary schools in Anambra and Imo States, South-East, Nigeria. Similarly, Thompson and Unachukwu (2022b) noted that the government as a result of some of their actions (favouritism in postings and promotions) and inactions (poor salary structure, irregular training and remunerations, poor working environment), have left the teaching profession riddled with dissatisfied and poorly engaged teachers in public secondary schools in Anambra State. In the same vein, Obiekwe, Thompson and Ogbo (2023) maintained that most principals in Anambra State seem not encourage teachers' attendance to professional less concern towards providing the needed mentorship to their teachers. Consequently, Obiekwe et al posited that most teachers appear not to be equipped with relevant and up-to-date knowledge, skills, abilities, and competencies needed to meet their professional challenges and provide meaningful education to students. It is against this background that this study intends to investigate management support services as predictors of teachers' job engagement in public secondary schools in Anambra State.

Statement of the Problem

Teachers are expected to spend a lot of time and efforts to engage in their job of imparting skills and knowledge to students in the classroom. Ideally, it is professionally demanding of teachers to be punctual, regular in workplace and willing to engage in work activities in public secondary schools in Anambra State. However, it seems that some teachers take more time off in the workplace without fair reason, turn up late and leave early in public secondary schools in Anambra State. Some teachers tend to

engage in unauthorized movement in their duty post, engage in discussion with colleagues in the staff room during their lesson period, involve in private businesses during official hours and use illness as frequent excuse to avoid teaching students in public secondary schools in Anambra State.

Some teachers seem to disengaged from their job possibly due to insufficient assistance received by management of public secondary schools in Anambra State. Some teachers appear to be denied of the opportunities in participate in regular training programme to update their skills and knowledge. Management of schools tend to show less concern towards the well-being of teachers as evident by poor work environment, salary structure, and remunerations which have perhaps left teachers struggling to survive in the current economic situations of the nation. If the negative behaviour of teachers is not curbed, it will likely affect students' academic achievement and at the long run will impact negatively on the workforce and national development. It is these problems that will prompt the investigation into management support services as predictors of teachers' job engagement in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to investigate management support services as predictors of teachers' job engagement in public secondary schools in Anambra State. Specifically, the study seeks to:

1. Find out the predictive value of staff professional development services as predictor on teachers' job engagement in public secondary schools in Anambra State.
2. Examine the predictive value of staff welfare services on teachers' job engagement in public secondary schools in Anambra State.
3. Determine the predictive value of management support services on teachers' job engagement in public secondary schools in Anambra State.

Research Questions

The following research questions will guide the study:

1. What is the predictive value of staff professional development services on teachers' job engagement in public secondary schools in Anambra State?
2. What is the predictive value of staff welfare services on teachers' job engagement in public secondary schools in Anambra State?
3. What is the predictive value of management support services on teachers' job engagement in public secondary schools in Anambra State?

Hypotheses

The following hypotheses will be tested at 0.05 level of significance:

1. Staff professional development services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.
2. Staff welfare services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.
3. Management support services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.

Methods

Correlational research design will be adopted for this study. Sidharth (2023) defined correlational research design as the type that is applied to ascertain the nature and direction of the relationships between two or more variables. Correlational design is appropriate for this study because the researches collected data from the given sample of teachers to investigate management support services as predictors of teachers' job engagement in public secondary schools in Anambra State. The population of the study comprised 7,248 teachers in the 267 public secondary schools in Anambra State.

The sample for this study consists 726 teachers drawn using proportionate stratified sampling technique. Two sets of structured instruments titled "Management Support Services Questionnaire (MSSQ)" and "Teachers' Job Engagement Questionnaire (TJEQ)" were used for data collection. The instruments are structured in three Sections namely: A, B and S. Section "A" deals with the personal data of the respondents such as gender and school location.

Section B titled MSSQ has Clusters I and II which was based on the two management support services adopted for the study. Cluster I contains 10 items on staff professional development services and Cluster II has 10 items on staff welfare services. MSSQ therefore contained 20 items structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2

and 1 respectively. Section C which is tagged TJEQ contains 20 items which all measure teachers' job engagement. Those items are placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The face and construct validation of the instruments were determined. The face validation was established by three experts who are lecturers in the Department of Educational Foundations, two experts in Educational Management and an expert in Measurement and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Construct validity was assessed using SPSS through Confirmatory Factor Analysis (CFA). The factor loading scores were examined, which depict the research instruments' validity with the acceptance level of equal to or greater 0.40. Kaiser Meyer Olkin (KMO) and Bartlett's Test was also conducted to examine the validity and homogeneity of the items in the questionnaires with an acceptance level of above 0.5 and significance <0.05 level. Thus, Kaiser Meyer Olkin (KMO) and Bartlett's Test score of 0.841 is above 0.5 and significance <0.05 level indicating homogeneity of the items in the questionnaires.

Cronbach alpha was used to determine internal consistency of the research instrument. The instruments were administered to 40 teachers in public secondary schools in Enugu state which is outside the area of study but contiguous to the area. The scores obtained from the 40 teachers were utilized to establish the internal consistency reliability of the instrument using Cronbach Alpha method. These yielded co-efficient values of 0.84 and 0.81 for the two clusters of MSSQ with the overall reliability index of 0.83, while coefficient value of 0.84 was obtained for TJEQ. This is in line with Jugessur (2022) who recommended that a co-efficient (r) of 0.70 and above should be considered high enough to judge an instrument as reliable.

The researcher with the help of five research assistants who are secondary school teachers in Anambra State used direct approach for data collection. The research assistants were briefed by the researcher on the nature and purpose of the study to help them answer questions and provide clarifications. On-the-spot method of completion and retrieval was adapted but provision for follow up will be made where the respondents could not submit on the spot. A total of 726 copies of the questionnaire and 713 copies were dully completed and successfully retrieved indicating 98% return rate. At the end of the exercise, dully completed and retrieved copies of the instruments were used for data analysis. Data collected were analyzed using simple regression to answer the research questions 1-2 and test the hypotheses 1-2 and multiple regression will be answer research question 3 and test the hypotheses 3. For decision on the research questions, the coefficient r and the size of the relationship will be interpreted using the correlation coefficient by Alsagr (2021), as follows

Coefficient	Relationship
.00- .19	Weak correlation
.20- .39	Fair correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .99	Very strong correlation
1	Perfect

In taking decisions on the null hypotheses, if p-value is equal to or less (\leq) than significant value of 0.05, the null hypothesis was rejected, but if p-value is greater than ($>$), the significant value of 0.05 the null hypotheses was accepted.

Results

Research Question 1: What is the predictive value of staff professional development services on teachers' job engagement in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Staff Professional Development Services as Predictor of Teachers' Job Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.816	.765	.763	.54937	Strong

Result in table 1 revealed that the predictive value of staff professional development services on teachers' job engagement is 0.816 with a coefficient of determination of 0.752. This shows that staff professional development services can explain for 76.25% change in teachers' job engagement. The regression

Coefficient r of 0.867 indicated that staff professional development services is a strong predictor of teachers' job engagement in secondary schools in Anambra State.

Research Question 2: What is the predictive value of staff welfare services on teachers' job engagement in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Staff Welfare Services as Predictor of Teachers' Job Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.758	.611	.610	.33465	Strong

Table 2 indicated that the predictive value of staff welfare services on teachers' job engagement is 0.758 with a coefficient of determination of 0.611. This shows that 61.1% change in teachers' job engagement could be explained by staff welfare services. The regression Coefficient r of 0.758 indicated that staff welfare services is a strong predictor of teachers' job engagement in secondary schools in Anambra State.

Research Question 3: What is the predictive value of management support services on teachers' job engagement in public secondary schools in Anambra State?

Table 3: The Summary of Multiple Regression Analysis on Management Support Services as Predictor of Teachers' Job Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.814	.706	.705	.43233	Strong

As shown in Table 3, the predictive value of management support services on teachers' job engagement is 0.814 with a coefficient of determination of 0.706. This shows that 70.6% change in teachers' job engagement could be explained by staff welfare services. The regression Coefficient r of 0.814 indicated that management support services is a strong predictor of teachers' job engagement in secondary schools in Anambra State.

Hypothesis One: Staff professional development services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State

Table 4: The Summary of Simple Regression Analysis on Staff Professional Development Services as a Significant Predictor of Teachers' Job Engagement of Secondary Schools

Predictor	N	r	r^2	F	P -value	Remark
Staff Professional Development Services	713	.816	.765	411.393	.000	*S

*Significant

Table 4 indicated that the simple regression coefficient (r) of staff professional development services as not a significant predictor of teachers' job engagement of secondary schools is 0.816, while the r^2 is 0.765. This shows that staff professional development services could be responsible for 76.5% variation in of teachers' job engagement. The $F(1/713) = 411.395$ and the p -value of 0.000 is less than .05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, staff professional development services is a significant predictor of teachers' job engagement in secondary schools in Anambra State.

Hypothesis Two: Staff welfare services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State

Table 5: The Summary of Simple Regression Analysis on Staff Welfare Services as a Significant Predictor of Teachers' Job Engagement of Secondary Schools

Predictor	n	r	r^2	F	P -value	Remark
Staff Welfare services	713	.758	.611	243.118	.000	*S

*Significant

The result in Table 5 indicated that the simple regression coefficient (r) of staff welfare services as not a significant predictor of teachers' job engagement of secondary schools is 0.758, while the r^2 is 0.611. This shows that staff welfare services could account for 75.8% changes in of teachers' job engagement. The F (1/713) =243.118 and the p -value of .000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, staff welfare services is a significant predictor of teachers' job engagement in secondary schools in Anambra State.

Hypothesis Three: Management support services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State

Table 6: The Summary of Multiple Regression Analysis on Staff Professional Development Services as a Significant Predictor of Teachers' Job Engagement of Secondary Schools

Predictor	n	r	r^2	F	P -value	Remark
Staff Professional Development Services	713	.814	.706	415.375	.000	*S

*Significant

As shown in Table 6, the multiple regression coefficient (r) of management support services as a significant predictor of teachers' job engagement of secondary schools is 0.814, while the r^2 is 0.706. This shows that management support services could be responsible for 76.6% variation in of teachers' job engagement. The F (1/713) =415.375 and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, management support services is a significant predictor of teachers' job engagement in secondary schools in Anambra State.

Discussion

The finding of the study revealed that staff professional development services is a strong predictor of teachers' job engagement in secondary schools in Anambra State. This agreed with the result of Seema and Sandeep (2023) which indicated that professional development had a strong relationship with employee job engagement. This disagreed with the finding of Malik, Rubina and Adil (2013) which showed that professional development had moderate relationship with employees' job engagement. The disagreement between the findings could be attributed to difference in time span which might bring about changes in staff professional development services in organizations. Staff professional development services are geared toward improving the skills and knowledge for work efficiency which might be responsible for strong predictor of teachers' job engagement in secondary schools in Anambra State. staff professional development services which keep teachers abreast with the rapid changing teaching practices in the classroom possibly contribute to the strong predictor of their job engagement in secondary schools in Anambra State. It was also found that staff professional development services is a significant predictor of teachers' job engagement in secondary schools in Anambra State. This affirmed the finding of Mantep, Evi and Rojuaniah (2021) which showed that professional development was a significant correlation of work Engagement of employees. Staff professional development services could boost the morale and improve productivity of teachers which might contribute to the significant predictor of their job engagement in secondary schools in Anambra State.

The result of the study revealed that staff welfare services is a strong predictor of teachers' job engagement in secondary schools in Anambra State. This is in line with the finding of Bharathi and Padmaja (2018) which showed that there was a strong relationship between welfare facilities and the level of employees' job engagement. The possible reason for this finding is that welfare services satisfy the needs of teachers which might contribute to the strong predictor of their job engagement in secondary schools in Anambra State. Welfare services could keep teachers happy and satisfied in the workplace which might strongly predict their job engagement in secondary schools in Anambra State. Further result indicated that staff welfare services is a significant predictor of teachers' job engagement in secondary schools in Anambra State. This upheld the finding of Bharathi and Padmaja (2018) which showed that there was a significant relationship between welfare facilities and the level of employees' job engagement. Welfare services might significantly contribute to job engagement of teachers by creating a good and supportive atmosphere within secondary schools.

The finding of the study revealed that management support services is a strong predictor of teachers' job engagement in secondary schools in Anambra State. This is consonance with the finding of Imran, Elahi, Abid, Ashfaq and Ilyas (2020) which showed that perceived management support was strongly correlated with employees' work engagement. This disagreed with the finding of Khalid (2023) which revealed that perceived management support had a moderate relationship with job engagement among Journalists.

Management support services contribute in satisfying the professional and emotional needs of teachers which could account for the strong predictor of teachers' job engagement in secondary schools in Anambra State. When teachers receive support services from management, they could feel morally obliged to reciprocate by strongly exhibiting job engagement in secondary schools in Anambra State. It was also discovered that management support services is a significant predictor of teachers' job engagement in secondary schools in Anambra State. This supported the finding of Bonaiuto et al (2022) which revealed that perceived management support services had significant relationship with work engagement of employees. Management support services provided for staff can build trust, improve loyalty and boost the morale of teachers to significantly engage in their job in secondary schools in Anambra State.

Conclusion

Based on the findings, it was concluded that management support services are positive and significant predictors of teachers' job engagement in public secondary schools in Anambra State. Teachers who are provided by professional development and welfare services could be motivated to demonstrate strong job engagement. Management support services increase enthusiasm and mental resilience of teachers in carrying out their duties in secondary schools in Anambra State. Teachers who receive management support services get involved work activities and put substantial energy during discharging their responsibilities in secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:

1. Post Primary Schools Service Commission should organize annual professional development programmes for teachers to update their skills and knowledge which will improve their job engagement.
2. Government should increase budgetary allocation to education sector to at least 26% of annual budget to enable school management improve staff welfare services through the provision of housing facilities, recreational facilities, medical facilities, sanitary facilities and transportation facilities among others to teachers for improvement on their job engagement.
3. Ministry of Education should mandate and support principals to constitute management support services committee saddled with responsibilities rendering assistance to teachers for improving their job engagement.

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