



SCHOOL SAFETY MANAGEMENT AND TEACHERS' ORGANIZATIONAL COMMITMENT AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN EBONYI STATE, NIGERIA

Ayodele Onyeatoelu Okobia¹, Destiny Onyeka Ukor², Rhoda Nkemdirim Eboh¹, Christmas Ifeanyi Darlington Ofurum³, Kelechi Chinemerem Mezieobi⁴, Chinyere Maryrose Nwachukwu⁵, Anashie Anastasia Iwang⁶, Peter Okwoeze Omogo⁴, Alieze Sunday Ekpa⁴, Blessing Ijeoma Ikechukwu⁴, Nelson Ogonnaya Umahi⁴, Chinedu Onele Okpor⁴, Adaugo Nwosu⁷, Thelma Chikerenma Mezieobi⁷, Okoro Mkpuma⁴

¹Department of Social Science Education, Faculty of Education, University of Delta, Agbor, Delta State

²Department of Social Science Education, Faculty of Education, Delta State University, Abraka, Delta State

³Department of Accountancy, Faculty of Management Sciences, Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State

⁴Department of Educational Management and Foundational Studies, Faculty of Education, Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State

⁵Benjamin Uwajimogu College of Education, Ihitte Uboma, Imo State, Nigeria

⁶Faculty of Education, University of Calabar, Calabar, Cross Rivers State

⁷Federal University of Technology, Owerri, Imo State

Corresponding Author: Kelechi Chinemerem Mezieobi, Email: kcmez2016@gmail.com

Abstract

This study investigated school safety management and teachers' organizational commitment as predictors of teachers' job performance in Ebonyi State, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all public secondary school teachers in Ebonyi State, while a representative sample size of 294 public secondary school teachers was sampled using a multi-stage sampling procedure. Data were collected using three researchers'-developed instruments titled School Safety Management Questionnaire (SSMQ), Teachers' Organizational Commitment Questionnaire (TOCQ), and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated by experts in Educational Management and Measurement and Evaluation, while their reliability was established using Cronbach's alpha coefficient, which yielded acceptable reliability indices of 0.92, 0.89 and 0.91 for SSMQ, TOCQ and TJPQ respectively. Data collected were analyzed using regression analysis. Specifically, linear regression was used to answer research questions 1-2, while research question 3 was answered using multiple regression. Hypotheses 1-2 were tested using regression t-test, while regression ANOVA was used to test hypotheses 3. The findings of the study revealed that school safety management accounted for 7.3% of the variation in teachers' job performance and significantly predicted teachers' job performance in Ebonyi State. Teachers' organizational commitment accounted for 16.9% of the variation in teachers' job performance and also significantly predicted teachers' job performance. Furthermore, school safety management and teachers' organizational commitment jointly accounted for 20.4% of the variation in teachers' job performance, indicating a significant joint predictive power on teachers' job performance. The study concluded that both school safety management and teachers' organizational commitment are significant predictors of teachers' job performance, with organizational commitment having a stronger influence. It was therefore recommended among others that government and school administrators should improve school safety measures, provide supportive leadership, enhance teachers' welfare, and promote professional development opportunities to strengthen teachers' commitment and improve job performance.

Keywords: School Safety Management, Organizational Commitment, Teachers' Job Performance, Secondary Schools, Teachers, Ebonyi State.



Introduction

Education is widely recognized as a fundamental driver of national development, and the effectiveness of any educational system is largely dependent on the quality and performance of its teachers. Teachers play a central role in translating educational policies into practice and facilitating students' learning outcomes. Therefore, enhancing teachers' job performance remains a priority for educational stakeholders, particularly in developing countries such as Nigeria where concerns about declining educational standards persist (Oba et al., 2024). Teachers' job performance encompasses the extent to which teachers effectively carry out instructional delivery, classroom management, assessment practices, and participation in school-related activities (Nursyifa et al., 2023).

In recent times, research attention has increasingly focused on organizational and environmental factors that influence teachers' job performance. One such critical factor is school safety management. School safety management refers to the policies, strategies, and practices put in place to ensure a secure and conducive learning environment for both staff and students. A safe school environment minimizes risks, prevents disruptions, and fosters a climate where teaching and learning can thrive. When teachers perceive their work environment as safe, they are more likely to demonstrate higher levels of engagement, concentration, and effectiveness in their professional duties (Cohen, 2010; Thapa et al., 2013).

School safety management is closely linked to the broader concept of school climate, which reflects the quality and character of school life. A positive school climate, characterized by safety, mutual respect, supportive leadership, and adequate infrastructure, has been found to significantly influence teachers' motivation and productivity (Manla, 2021; Simbre & Ancho, 2019). Conversely, unsafe school environments, marked by insecurity, violence, or poor facilities can lead to stress, absenteeism, and reduced teacher effectiveness. In Nigeria, particularly in some states, challenges such as inadequate infrastructure, insecurity, and poor emergency preparedness have raised concerns about the safety of school environments and their implications for teachers' performance.

Another important factor that may determine teachers' job performance is organizational commitment. Organizational commitment refers to the psychological attachment, loyalty, and sense of belonging that employees have toward their organization (Meyer & Allen, 1991). It comprises three components: affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (sense of obligation to remain). Teachers who exhibit high organizational commitment are more likely to be dedicated, motivated, and willing to exert extra effort in achieving school goals (Nursyifa et al., 2023).

Furthermore, leadership practices and school management strategies play a crucial role in shaping both school safety and teachers' organizational commitment. Effective school leadership promotes a culture of safety, trust, and collaboration, which enhances teachers' morale and performance (Leithwood & Seashore-Louis, 2011). Schools that prioritize safety management through clear policies, emergency preparedness, and supportive supervision are more likely to foster a sense of security and belonging among teachers, thereby strengthening their commitment and improving their job performance.

Despite the growing body of literature on school climate, organizational commitment, and teacher performance, there is limited empirical research that specifically examines the combined influence of school safety management and teachers' organizational commitment on job performance, particularly within the context of Ebonyi State, Nigeria. Ebonyi State, like many other states in Nigeria, faces challenges related to school infrastructure, safety concerns, and workforce motivation, which may affect teachers' effectiveness. Understanding how these variables interact to influence teachers' job performance is essential for developing targeted interventions aimed at improving educational outcomes. Therefore, this study seeks to investigate school safety management and teachers' organizational commitment as predictors of teachers' job performance in Ebonyi State, Nigeria.



Purpose of the Study

The purpose of the study was to investigate school safety management and teachers' organizational commitment as predictors of teachers' job performance in Ebonyi State, Nigeria. Specifically, the study determined the,

1. Predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria.
2. Predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.
3. Joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Research Questions

The following research questions guided the study;

1. What is the predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria?
2. What is the predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria?
3. What is the joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria?

Hypotheses

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

1. There is no significant predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria.
2. There is no significant predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.
3. There is no significant joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Methodology

This study adopted a correlational research design, as it sought to examine the extent to which school safety management and teachers' organizational commitment predict teachers' job performance without manipulating any variables. The study was conducted in Ebonyi State, Nigeria. The population comprised all public secondary school teachers in the state, from which a representative sample of 294 was sampled using a multi-stage sampling procedure. Data were collected using structured questionnaires developed by the researchers, namely: School Safety Management Questionnaire (SSMQ), Teachers' Organizational Commitment Questionnaire (TOCQ), and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated by experts in Educational Management and Measurement and Evaluation, Alex Ekwueme Federal University Ndufu Alike Ikwo, Ebonyi State, Nigeria. The reliability of the instruments was established using Cronbach's alpha coefficient, yielding acceptable reliability indices of 0.92, 0.89 and 0.91 for SSMQ, TOCQ and TJPQ respectively. Data collection was carried out through direct administration of the instruments to the respondents with the assistance of trained research aides in each of the sampled schools. The data obtained were analyzed using regression analysis. Specifically, linear regression was used to answer research questions 1-2, while research question 3 was answered using multiple regression. Hypotheses 1-2 were tested using regression t-test, while regression ANOVA was used to test hypotheses 3. All the formulated hypotheses was tested at a 0.05 level of significance. This statistical approach enabled the researcher to determine the individual and joint predictive contributions of school safety management and teachers' organizational commitment to teachers' job performance.



Results

Research Question One

What is the predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria?

Table 1: Linear regression analysis of the predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269 ^a	.073	.069	3.52752

The result presented in Table 1 shows the linear regression analysis of the predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria. The table reveals a correlation coefficient (R) of 0.269, which indicates a low positive relationship between school safety management and teachers' job performance. This implies that as school safety management improves, teachers' job performance also tends to improve, although the relationship is not very strong. The coefficient of determination (R Square) of 0.073 indicates that school safety management accounts for 7.3% of the variation in teachers' job performance in Ebonyi State. This means that while school safety management contributes to predicting teachers' job performance, a larger proportion (92.7%) of the variation is explained by other factors not included in this model. The Adjusted R Square value of 0.069 further confirms that after adjusting for possible errors associated with sample size and predictor variables, school safety management still explains 6.9% of the variance in teachers' job performance. The standard error of estimate of 3.52752 shows the average deviation of observed values from the regression line, indicating the level of prediction accuracy.

Hypothesis One

There is no significant predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria.

Table 2: Regression t-test analysis of significant predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.271	1.379		24.126	.000
	Sch_Safety	.166	.035	.269	4.778	.000

The result in Table 2 shows that t-value of 4.778 with associated exact probability value of .000 was obtained. This probability value of 0.000 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant since the obtained probability value of 0.000 is less than 0.05. Thus, the null hypothesis of no significant predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria was rejected. The researchers therefore, conclude that there is a significant predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria.



Research Question Two

What is the predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria?

Table 3: Linear regression analysis of the predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411 ^a	.169	.166	3.33847

The result presented in Table 3 shows the linear regression analysis of the predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria. The table reveals a correlation coefficient (R) of 0.411, which indicates a moderate positive relationship between teachers' organizational commitment and teachers' job performance. This implies that as teachers' level of organizational commitment increases, their job performance also tends to improve. The coefficient of determination (R Square) of 0.169 indicates that teachers' organizational commitment accounts for 16.9% of the variation in teachers' job performance in Ebonyi State. This means that teachers' organizational commitment makes a meaningful contribution to predicting teachers' job performance, although 83.1% of the variation is still explained by other factors not included in the model. The Adjusted R Square value of 0.166 further confirms that after adjusting for possible sampling errors, teachers' organizational commitment still explains 16.6% of the variance in teachers' job performance. The standard error of estimate of 3.33847 indicates the average difference between the observed and predicted values, showing the degree of prediction accuracy.

Hypothesis Two

There is no significant predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Table 4: Regression t-test analysis of significant predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.312	1.372		21.367	.000
	Org_Commit	.279	.036	.411	7.713	.000

The result in Table 4 shows that t-value of 7.713 with associated exact probability value of .000 was obtained. This probability value of 0.000 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant since the obtained probability value of 0.000 is less than 0.05. Thus, the null hypothesis of no significant predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria was rejected. The researchers therefore, conclude that there is a significant predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Research Question Three

What is the joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria?



Table 5: Multiple regression analysis of the joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451 ^a	.204	.198	3.27412

The result presented in Table 5 shows the multiple regression analysis of the joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria. The table reveals a correlation coefficient (R) of 0.451, which indicates a moderate positive relationship between the combined predictor variables (school safety management and teachers' organizational commitment) and teachers' job performance. This implies that improvements in school safety management and higher levels of teachers' organizational commitment are associated with better teachers' job performance. The coefficient of determination (R Square) of 0.204 indicates that school safety management and teachers' organizational commitment jointly account for 20.4% of the variation in teachers' job performance in Ebonyi State. This means that the two predictor variables make a significant combined contribution to explaining teachers' job performance, while the remaining 79.6% of the variation is attributed to other factors not included in the model. The Adjusted R Square value of 0.198 further shows that after adjusting for sample size and the number of predictors, the two variables still explain 19.8% of the variance in teachers' job performance. The standard error of estimate of 3.27412 indicates the average deviation of observed values from the predicted values, reflecting the accuracy of the model.

Hypothesis Three

There is no significant joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Table 6: Regression ANOVA of significant joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	798.024	2	399.012	37.222	.000 ^b
	Residual	3119.476	291	10.720		
	Total	3917.500	293			

The result in Table 6 shows that F-ratio of 37.222 with associated exact probability value of .000 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant since the obtained probability value of 0.000 is less than 0.05. Thus, the null hypothesis no significant joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria was rejected. The researchers therefore, conclude that there is a significant joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria.

Discussion of Findings

Predictive power of school safety management on teachers' job performance in Ebonyi State, Nigeria

The findings of the study revealed that school safety management accounts for 7.3% of the variation in teachers' job performance in Ebonyi State, indicating that school safety management has a positive, though relatively low, contribution to teachers' effectiveness in carrying out their professional responsibilities. This suggests that when schools provide safe and secure environments through effective safety policies, adequate infrastructure, emergency preparedness, and supportive administrative practices, teachers are more likely to perform better in instructional delivery, classroom management, student assessment, and other school-related duties. The significant



predictive power of school safety management further implies that teachers' job performance is influenced by the extent to which they perceive their work environment as safe, stable, and conducive for teaching and learning.

Possible reasons for this finding may be linked to the role of safety in reducing teachers' stress, anxiety, and workplace distractions. When teachers operate in schools where there is protection from violence, bullying, infrastructural hazards, and insecurity, they tend to experience greater psychological stability and job satisfaction, which positively influence their performance (Meyer & Allen, 1991; Manla, 2021). In contrast, unsafe school environments may create fear, absenteeism, low morale, and poor concentration, thereby reducing teachers' productivity. Another possible reason may be the availability of supportive leadership and effective school management practices. School administrators who prioritize safety through regular monitoring, provision of teaching facilities, emergency preparedness, and enforcement of discipline create an atmosphere of trust and motivation for teachers (Leithwood & Seashore-Louis, 2011). Furthermore, in Ebonyi State, where some public secondary schools may face challenges such as poor infrastructure, inadequate fencing, overcrowded classrooms, and weak security systems, teachers may perceive safety management as an important determinant of their willingness and ability to perform effectively. Although the predictive strength is relatively small, its significance confirms that school safety management remains an important factor in improving teachers' job performance in secondary schools in Ebonyi State.

This finding is in agreement with the study of Cohen (2010), who reported that a positive and safe school climate enhances teachers' productivity, motivation, and professional engagement. Similarly, Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) found that school safety is a major component of school climate and significantly affects teachers' effectiveness and students' academic outcomes. The finding also supports the work of Simbre and Ancho (2019), who observed that schools with safer environments and stronger administrative support tend to record higher teacher commitment and improved job performance. In the Nigerian context, Oredein and Bello (2022) reported that conducive school environments, including safety and supportive management practices, significantly influence teachers' commitment and work effectiveness.

Predictive power of teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

The findings of the study revealed that teachers' organizational commitment accounts for 16.9% of the variation in teachers' job performance in Ebonyi State, indicating that teachers' organizational commitment makes a meaningful contribution to their effectiveness in carrying out professional responsibilities. This suggests that teachers who are emotionally attached to their schools, loyal to institutional goals, and willing to remain committed to their profession are more likely to demonstrate improved performance in instructional delivery, classroom management, student assessment, punctuality, and participation in school activities. The significant predictive power of teachers' organizational commitment further implies that the level of dedication and attachment teachers have toward their schools directly influences how effectively they perform their duties.

Possible reasons for this finding may be attributed to the fact that teachers who feel valued, supported, and fairly treated by school management tend to develop stronger loyalty and attachment to their schools, which motivates them to work harder and achieve better results. Organizational commitment often encourages teachers to go beyond routine responsibilities by participating actively in extracurricular duties, mentoring students, and supporting school improvement initiatives (Leithwood & Seashore-Louis, 2011). Another possible reason may be that committed teachers experience greater job satisfaction and emotional stability, reducing absenteeism, lateness, and turnover intentions. In Ebonyi State, where challenges such as delayed salaries, inadequate teaching facilities, and limited professional development opportunities may affect morale, teachers who still maintain strong organizational commitment are likely driven by intrinsic motivation, professional ethics, and a sense of responsibility toward students' success. This may explain why organizational



commitment showed a stronger predictive power than school safety management. Therefore, the finding confirms that strengthening teachers' commitment through supportive leadership, recognition, and improved welfare packages is essential for enhancing teachers' job performance in secondary schools in Ebonyi State.

This finding is consistent with the study of Meyer and Allen (1991), who explained that organizational commitment, particularly affective commitment, enhances employees' willingness to exert greater effort toward organizational goals. Similarly, Daneshfard and Ekvaniyan (2012) found that employees with high organizational commitment demonstrate better job effectiveness, productivity, and satisfaction than those with low commitment. The finding also agrees with Nursyifa, Bariyah, and Fahrudin (2023), who reported that teachers' organizational commitment significantly influences teacher job performance by increasing responsibility, motivation, and professional engagement. In the Nigerian context, Oba et al. (2024) found that teachers' job commitment significantly predicts school effectiveness, especially when supported by good working conditions, job security, and administrative support. Likewise, Oredein and Bello (2022) reported that organizational commitment is strongly associated with teachers' productivity and positive work attitudes.

Joint predictive power of school safety management and teachers' organizational commitment on teachers' job performance in Ebonyi State, Nigeria

The findings of the study revealed that school safety management and teachers' organizational commitment jointly account for 20.4% of the variation in teachers' job performance in Ebonyi State, indicating that the two variables collectively make a meaningful contribution to teachers' effectiveness in performing their professional responsibilities. This suggests that when teachers work in a safe and supportive school environment and also possess a strong sense of commitment and loyalty to their schools, their level of job performance improves significantly. The significant joint predictive power further implies that teachers' job performance is not determined by a single factor alone but by the interaction of environmental and psychological factors that influence their motivation, dedication, and productivity.

One of the possible reasons for this finding may be that school safety management provides the physical and emotional security teachers need to function effectively, while organizational commitment supplies the internal motivation and psychological attachment necessary for sustained effort and dedication. Maslow (1954) explained in his hierarchy of needs theory that safety is one of the fundamental human needs that must be satisfied before individuals can perform optimally at higher levels. Thus, teachers who feel safe in their work environment are more likely to focus on instructional tasks and professional responsibilities. At the same time, teachers who are emotionally attached to their schools tend to show greater commitment, responsibility, and willingness to go beyond formal job expectations.

Another possible reason may be that school safety and commitment reinforce each other. A safe environment promotes trust, belongingness, and job satisfaction, while committed teachers are more willing to support school policies, maintain discipline, and contribute to institutional growth. Leithwood and Seashore-Louis (2011) emphasized that supportive leadership strengthens both teachers' commitment and workplace safety by creating trust and collaboration. In Ebonyi State, where some public secondary schools may experience infrastructural deficits, inadequate security, overcrowded classrooms, and poor staff welfare, the combination of effective safety management and strong organizational commitment becomes especially important for sustaining teachers' job performance. This may explain why the joint predictive power of both variables is stronger than their individual contributions. Therefore, the finding confirms that improving both school safety management and teachers' organizational commitment should be a priority for educational administrators seeking to enhance teacher effectiveness and educational quality in secondary schools.



This finding is in line with the study of Cohen (2010), who emphasized that a positive school climate, particularly one characterized by safety and support, enhances teachers' motivation and professional engagement. Similarly, Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) reported that school safety contributes significantly to teacher effectiveness and student outcomes by creating a conducive teaching and learning environment. Hoy and Miskel (2013) also noted that a secure and well-managed school environment promotes staff morale, cooperation, and instructional effectiveness. The finding agrees with Meyer and Allen (1991), who explained that employees with strong organizational commitment are more willing to exert effort toward achieving organizational goals. Likewise, Mowday, Porter, and Steers (1982) asserted that committed employees demonstrate stronger loyalty, reduced absenteeism, and higher productivity, all of which contribute to improved job performance.

Furthermore, the finding supports the work of Somech and Bogler (2002), who found that teachers with high organizational commitment are more likely to participate actively in school decision-making and exhibit stronger job involvement. Similarly, Nguni, Slegers, and Denessen (2006) reported that transformational leadership improves teachers' commitment and subsequently enhances job performance. Xu and Pang (2024) also found that teachers' commitment, when supported by positive school leadership and work conditions, significantly improves teachers' well-being and instructional effectiveness. In the Nigerian context, Oredein and Bello (2022) reported that school climate and organizational commitment jointly influence teachers' productivity and positive work attitudes, while Oba et al. (2024) found that supportive working conditions and teachers' commitment significantly enhance school effectiveness. Adeyemi (2010) equally observed that school organizational climate and administrative support significantly influence teachers' effectiveness in secondary schools in Nigeria.

Conclusion

The study concluded that school safety management and teachers' organizational commitment are significant predictors of teachers' job performance in Ebonyi State, Nigeria. School safety management positively influences teachers' effectiveness by providing a safe, secure, and supportive environment that enhances instructional delivery, classroom management, and other professional responsibilities, although its individual contribution is relatively low. Teachers' organizational commitment was found to be a stronger predictor, indicating that teachers who are emotionally attached to their schools, loyal to organizational goals, and dedicated to their duties tend to perform better in their jobs. The study further established that the combined influence of school safety management and teachers' organizational commitment significantly improves teachers' job performance, confirming that both environmental and psychological factors are essential for teacher effectiveness. Therefore, improving school safety measures and strengthening teachers' commitment through supportive leadership, motivation, and better welfare packages are necessary for achieving improved teacher performance and better educational outcomes in secondary schools in Ebonyi State.

Limitation

The study relied on self-reported data obtained through questionnaires, which may be subject to response bias, social desirability bias, or inaccurate reporting, by respondents.

Recommendations

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

1. School administrators and government should strengthen school safety management by providing adequate security measures such as proper fencing, security personnel, functional emergency response systems, and regular maintenance of school facilities to create a safe and conducive teaching and learning environment.



2. Principals and educational policymakers should promote teachers' organizational commitment by ensuring timely payment of salaries, provision of incentives, recognition of teachers' efforts, and opportunities for professional development to enhance teachers' motivation and loyalty to their schools.
3. School leaders should adopt supportive and participatory leadership styles that encourage trust, collaboration, and teacher involvement in decision-making processes, as this can improve both teachers' sense of belonging and their commitment to organizational goals.
4. The Ministry of Education and relevant stakeholders should organize regular workshops, seminars, and training programmes on school safety practices and organizational commitment to equip teachers and school managers with the necessary knowledge and skills for improved job performance.
5. Government and school management should improve the overall working conditions of teachers by providing adequate instructional materials, conducive classrooms, manageable workloads, and staff welfare packages to enhance teachers' effectiveness and productivity.
6. Educational authorities should establish monitoring and evaluation mechanisms to regularly assess school safety standards and teachers' level of commitment in order to identify gaps and implement appropriate interventions for sustained improvement in teachers' job performance.

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