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Abstract
This study aimed at finding out the human resources management practices as predictors of teachers’ job security in secondary schools in Enugu State. The study adopted a survey research design and was carried out in the 25 public secondary schools in Udi Education Zone, Enugu State. The population comprised 50 respondents (19 male and 31 female) secondary school teachers randomly sampled from the schools. The study was guided by three research questions and three null hypotheses. The instrument for data collection was a questionnaire, sectioned; A, B and C. The instrument was validated by experts while the reliability of the instrument was determined by the use of Cronbach Alpha formula which yielded reliability coefficient of 0.76. The research questions were answered using mean and standard deviation while t-test was used to analyze the null hypotheses at 0.05 level of significance and appropriate degree of freedom. The null hypotheses tested showed no significant difference in the mean responses of male and female teachers on the training, compensation, and performance appraisal practices which contribute to secondary school teachers’ job security. It was found among others that training, compensation and performance appraisal which are human resource management practices studied; contribute to teachers’ job security. Therefore, this human resource management practices contribute to teachers’ job security in secondary schools in Enugu State. Based on the findings, it was recommended among others that teachers’ training practices should be enhanced since it enhances teachers’ job security. Teachers should be promoted as at when due and their salaries paid promptly to enhance their job security.

Keywords: Human Resources Management Practices, Teachers’ Job Security.

Introduction
Most organizations today are facing challenges due to the constantly changing world of business. Werner (2007) observed that social, political and technology forces are challenging the organization to redefine their practices on how to manage its human resources. This has led to organizations
aspiring to have employees who will be committed to their job so as to tackle the challenges and also utilize the opportunities available efficiently. It is believed that the survival of any organization whether in an education industry or any other sector is largely dependent on adequate management of its human resources (Ndome-Uchendu, 2011). Research findings have shown that human resources management practices have significant effect on organizational commitment of employee (Smeenk, Singa, Teelken & Dooreward, 2006). Human resource is the most valuable of all other resources. It is considered so because both material and financial resources and other resources cannot be useful without the direction of the human effort. This means that the man behind the machine is more important than the machine itself.

Human resources according to Bellingham (2007) refer to employees in an organization. Nwogbo and Okeke (2007) also defined human resources as people who determine the degree of benefits that can be drawn from the global system. In this context of the study, human resources refer to teachers. Who determine what ultimately happen to educational policies and the curriculum. The expectation and objectives of primary education may not be achieved without teachers who are highly committed to teaching and other extracurricular activities. Teachers play a significant role in the determination of the quality of education. This was supported by Federal Republic of Nigeria (National Policy on Education) (FRN, 2014) who succinctly stated that no education system can rise above the quality of its teachers, thus implying the role teachers play in facilitating teaching and learning especially when they are motivated.

Motivation may be seen as encouragement. This may be seen in form packages (Monetarily and non monetary) offered to an individual for encouragement. Motivation according to Guay, Chanal, Ratelle, Marsh, Larose and Boivin (2010) refers to the reasons underlying behavior. Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as the attribute that moves us to do or not to do something. Kalimullah, Farooq and Ullah (2010) indicated that a motivated employee has his goals aligned with those of the organization and directs his/her efforts in that direction. In addition, these organizations are more successful, as their employees continuously look for ways to improve their work. Getting the employees to reach their full potential at work under stressful conditions is a tough challenge, but this can be achieved by motivating them. Nakpodia and James (2011) are of the view that teachers will work and show high level of commitment when they are adequately motivated. Hence, motivation plays important role in management of human resources practices as teachers' commitment to the teaching profession is a determinant factor in management.

Management involves getting work accomplished through the co-ordination of efforts of other people. Ogunu (2000), define management as the effective organization and utilization of the human and material resources in a particular system for the achievement of identified objective. Nwosu (2008) holds the view that management is a process of working with people and through people using available human and material resources to achieve predetermined objectives. When educational activities are effectively organized using human resources, it could be termed educational management.

Educational management refers to the co-ordination and organization of human, material and financial resources for the achievement of educational goals. Human resource management according to Dessler (2008) is process of acquiring, training, appraising and compensating employees. Dressler further stated that human resource management entails the policies and practices involved in carrying out the personnel or human resources aspects of management including recruiting, screening, training, rewarding and appraising which undoubtedly results in employees' job security.

Job security may be seen as an employee's anticipation about remaining in a job position. It has to do with employee feelings regarding the prospect of his job. Job security is an important factor in employee commitment. According to Hodson & Sullivan (2002), job security refers to job guarantee;
it includes a reasonable expectation that employees can keep their jobs over a period of time. It involves minimal job turnover over a time that is safe for both employers and employees.

However, in order to achieve greater job security by employees, administrators employ different practices in the management of their human resources. These practices are aimed at ensuring the realization of their objectives. Human resources management practices according to Tiwari and Saxena (2012) refer to organizational activities directed at managing the human resources and ensuring that they are employed towards the fulfillment of organizational goals. Armstrong (2008) stated that human resource management practices is a strategic approach to acquiring, developing managing, motivating and gaining the commitment of the organizations key resources that is the people who work in and for it. In the context of this study, human resource management practices refer to practices used by school administrators for the maintenance of teachers towards the achievement of the goals of secondary education. In this regards, training, compensation, performance appraisal and labour relations are the human resource management practices that will be considered.

Meyer and Smith (2000) found out that training, performance appraisal and labour relations practices predict employee commitment in an organization. Martin (2011) also pointed out that a strong and positive relationship exists between human resources management practices (training, compensation, performance, appraisal and labour relations) and organizational commitment. Training is one of the management practices that deal with recruiting people with appropriate skills, abilities, knowledge and experience to work in an organization after staffing. Training is an important management practice. Omenyi (2000) describe staff training as in-service exercise designed normally to enhance commitment. Staff training practices includes organizing conferences, induction, seminars, workshop, mentoring, part-time courses and full time courses in tertiary institution. Staff training is an important human resources management practice even as it relates to education. On the other hand, compensation also is one of the practices of human resources management. It plays a major role in motivating the workers in an organization. According to Fred and Allan (2008), a sound compensation program can help the organization to attract, retain, motivate and reward employees. Compensation is the reward employees receive in exchange for their contribution in term of time, abilities and knowledge that they expend in performing the organizational tasks. Fitney (2010) found out that professional commitment of employees was influenced by reward. Reward can be financial and non financial (Gerald, 2011).

Similarly, performance appraisal has the ability to provide valuable performance information or employee activities such as allocation of rewards promotion, assessment of training needs and feedback on development (Kuvaas, 2006). Performance appraisal is a formal discussion between superior and a subordinate for the purpose of discovering how and why the subordinate is presently performing on the job and how the subordinate can perform more effectively in future. Ling and Aizzat (2011) observed that performance appraisal increases employee commitment since employees are giving the opportunity to discuss about their work performance. When all these are considered especially in education management, it yields commitment which serves as an evidenced of job security in return.

Commitment refers to an individual’s devotion to an organization. Meyer and Herscovitch (2001) proposed that commitment is a force that binds an individual to a course of action of relevance to one or more target. Professional commitment is an individual’s devotion to the profession which may be based on the individual’s emotional attachment, cost implication or obligation. In school, teacher’s professional commitment refers to teacher’s devotion to the teaching profession which may be based on their emotional attachment, cost implications or obligation. This level of professional commitment occurs when an individual feels that he or she should stay with the profession because it is the right thing to do.
Further, the success of any educational system depends on good and committed teachers. Ikediugwu (2005) pointed out that teachers are the main determinant of quality in education and if they are uncommitted, the whole nation is doomed. Therefore, it is vital for school administrators to ensure that teachers are committed through the maintenance of human resource management practices as a predictor of teachers’ job security in secondary schools in Enugu State.

Statement of the Problem
In secondary schools these days, the principals are not living up to expectations in the area of personnel (teacher) management. It has been observed by the researcher that the delay in payment of salaries, poor training programmes, problem of work load, poor relations and delay in appraisal could be the reason for high rate of teacher truancy, teachers’ lateness to school, teachers absenteeism from classes, hawkings during school hours and others. Given this scenario, it is alarming that the government and appropriate authorities seem to be silent on this issue that had contributed high social-economic vices and low opinions of people about most public secondary schools in Udi Education Zone, Enugu State. This postulation becomes pertinent for investigation. Hence, pose the need by the study to determine the human resources management practices as predictors of teachers’ job security in secondary schools in Udi Education Zone, Enugu State.

Purpose of the Study
The main purpose of the study was to determine the human resources management practices that contribute to teachers’ job security in secondary schools in Udi Education Zone, Enugu State. Specifically, the study sought to determine the:

1. training practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.
2. compensation practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.
3. performance appraisals practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

Research Questions
The following research questions guided the study:
1. What are training practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State?
2. What are the compensation practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State?
3. What are the performance appraisals practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State?

Hypotheses
The following null hypotheses formulated and tested at .05 level of significance guided the study;

\[ H_0^1: \text{A significant difference does not exist in the mean ratings between male and female teachers on the training practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.} \]

\[ H_0^2: \text{There is no significant difference in the mean ratings between male and female teachers on the compensation practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.} \]

\[ H_0^3: \text{A significant difference does not exist in the mean ratings between male and female teachers on the performance appraisals practice which contributes to secondary school teachers’ job security commitment in Udi Education Zone, Enugu State.} \]

Research Method
The study adopted a survey research design and was carried out in the 25 public secondary schools in Udi Education Zone, Enugu State. The population comprised 50 respondents (19 male and 31 female) secondary school teachers randomly sampled. The instrument for data collection was a 15 items structured questionnaire developed by the researchers after intensive literature review. The instrument used for data collection was divided into three sections; A, B and C with four point ratingscale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The numerical values of 4, 3, 2 & 1 was assigned to instrument respectively. The instrument was
validated by research experts, two from the Department of Educational Management and one from Measurement and Evaluation Unit of the Department of Science and Computer Education, all from the Faculty of Education, ESUT with the reliability index of 0.76 established using Cronbach's Alpha reliability formula. The research questions were answered using mean and standard deviation. Upper and lower limits of the mean were used as basis for decision, thus; Strongly Agree (SA): 3.50 - 4.00, Agree (A): 2.50 - 3.49, Disagree (D): 1.50 - 2.49, Strongly Disagree (SD): 1.00 - 1.49.

As for the null hypotheses, t-test statistics was used to test that at .05 level of significance. The null hypotheses were rejected when t-calculated was greater than t-tabulated, otherwise not rejected when t-calculated was less than t-tabulated.

Results
The results of the study are presented in the tables according to the research questions and hypotheses.

Research Question 1
What are the training practices that contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State?

Table 1: Mean ratings and standard deviation of respondents on training practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Training practices include;</th>
<th>Male N=19</th>
<th>Female N=31</th>
<th>Overall (50)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Organizing conferences</td>
<td>3.52 0.50</td>
<td>3.08 0.74</td>
<td>3.30 0.62</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Mentoring</td>
<td>3.33 0.71</td>
<td>3.23 0.69</td>
<td>3.34 0.70</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Part-time and full time courses in tertiary institution while on job.</td>
<td>3.54 0.66</td>
<td>3.43 0.69</td>
<td>3.49 0.68</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Organizing seminars.</td>
<td>3.55 0.78</td>
<td>3.29 0.85</td>
<td>3.32 0.82</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Organizing field trips</td>
<td>3.38 0.68</td>
<td>3.25 0.85</td>
<td>3.32 0.67</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Workshops</td>
<td>3.09 0.89</td>
<td>3.27 0.72</td>
<td>3.18 0.81</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td><strong>Cluster Mean</strong></td>
<td><strong>3.40 0.70</strong></td>
<td><strong>3.26 0.76</strong></td>
<td><strong>3.33 0.72</strong></td>
<td><strong>Agree</strong></td>
</tr>
</tbody>
</table>

Table 1 shows that organizing conferences, mentoring, part-time and full-time courses in tertiary institution while on job, organizing of seminars and workshop are part of the training practices which contributes to secondary school teachers’ job security. This is indicated by the grand mean of 3.33 and relatively low standard deviation of 0.72 showing that the respondents’ opinions doesn’t vary remarkably regarding the training practices that contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

Research Question 2
What are the compensation practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State?
Table 2: Mean ratings and standard deviation of respondents on compensation practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Compensation practices include;</th>
<th>Male N=19</th>
<th>Female N=31</th>
<th>Overall (50)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{X}_1$</td>
<td>$SD_1$</td>
<td>$\bar{X}_2$</td>
<td>$SD_2$</td>
</tr>
<tr>
<td>7</td>
<td>Payment of salaries/wages as when due</td>
<td>3.14</td>
<td>0.72</td>
<td>3.26</td>
<td>0.74</td>
</tr>
<tr>
<td>8</td>
<td>Payment of pension</td>
<td>3.52</td>
<td>0.50</td>
<td>3.08</td>
<td>0.74</td>
</tr>
<tr>
<td>9</td>
<td>Promotion of teachers</td>
<td>3.33</td>
<td>0.71</td>
<td>3.23</td>
<td>0.69</td>
</tr>
<tr>
<td>10</td>
<td>Giving teachers their infringe benefits</td>
<td>3.54</td>
<td>0.66</td>
<td>3.43</td>
<td>0.69</td>
</tr>
<tr>
<td>11</td>
<td>Payment of allowances</td>
<td>3.55</td>
<td>0.78</td>
<td>3.29</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Cluster Mean</td>
<td>3.42</td>
<td>0.67</td>
<td>3.26</td>
<td>0.74</td>
</tr>
</tbody>
</table>

Table 2 shows that payment of salaries/wages, payment of pension, promotion of teachers and giving of infringe benefits are part of the compensation practices that contributes to secondary school teachers’ job security. This is indicated by the grand mean of 3.35 while the standard deviation of 0.71 indicates close disparity in opinion of respondents.

Research Question 3

What are the performance appraisals practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State?

Table 3: Mean ratings and standard deviation of respondents on appraisal practices which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Appraisal practices include;</th>
<th>Male N=19</th>
<th>Female N=31</th>
<th>Overall (50)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{X}_1$</td>
<td>$SD_1$</td>
<td>$\bar{X}_2$</td>
<td>$SD_2$</td>
</tr>
<tr>
<td>12</td>
<td>Interview</td>
<td>3.38</td>
<td>0.68</td>
<td>3.25</td>
<td>0.85</td>
</tr>
<tr>
<td>13</td>
<td>Promotional examination</td>
<td>3.09</td>
<td>0.89</td>
<td>3.27</td>
<td>0.72</td>
</tr>
<tr>
<td>14</td>
<td>Reward personnel</td>
<td>3.40</td>
<td>0.63</td>
<td>3.29</td>
<td>0.79</td>
</tr>
<tr>
<td>15</td>
<td>Discussing about work performance</td>
<td>3.29</td>
<td>0.69</td>
<td>3.32</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Cluster Mean</td>
<td>3.29</td>
<td>0.72</td>
<td>3.28</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Table 3 shows that interview and examination are performance appraisal practice that can contribute to teachers’ job security. But rewarding personnel and discussion about work performance are not really performance appraisal practices but can equally contribute to teachers’ job security. This is affirmed by the grand mean of 3.29 and standard deviation of 0.72.

Hypothesis One

A significant difference does not exist in the mean ratings between male and female teachers on the training practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.
Table 4: t-test analysis between male and female teachers on the training practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>Prob.</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>19</td>
<td>3.40</td>
<td>0.70</td>
<td>48</td>
<td>.05</td>
<td>0.664</td>
<td>2.000</td>
<td>NS</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>31</td>
<td>3.26</td>
<td>0.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers on the training practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

Hypothesis Two
There is no significant difference in the mean ratings between male and female teachers on the compensation practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

Table 5: t-test analysis between male and female teachers on the compensation practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>Prob.</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>19</td>
<td>3.42</td>
<td>0.67</td>
<td>48</td>
<td>.05</td>
<td>0.788</td>
<td>2.000</td>
<td>NS</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>31</td>
<td>3.26</td>
<td>0.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers on the compensation practices which contribute to secondary school teachers’ job security in Udi Education Zone, Enugu State.

Hypothesis Three
A significant difference does not exist in the mean ratings between male and female teachers on the performance appraisals practice which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.
Table 6: t-test analysis between male and female teachers on the performance appraisals a practice which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>Prob.</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>19</td>
<td>3.29</td>
<td>0.72</td>
<td>48</td>
<td>.05</td>
<td>0.220</td>
<td>2.000</td>
<td>NS</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>31</td>
<td>3.28</td>
<td>0.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers on the performance appraisals practice which contributes to secondary school teachers’ job security in Udi Education Zone, Enugu State.

**Summary of Findings**

From the analysis of the data collected, the following findings were made such as:

1. Organizing conferences, mentoring, part time and full-time course in tertiary institution, seminar and workshop are training practices which contributes to teachers’ job security in Udi Education Zone, Enugu State secondary schools.

2. Payment of schools/wages, pensions, promotions and giving infringe benefits are part of the compensation practices which contributes to teachers’ job security in secondary schools in Udi Education Zone, Enugu State.

3. Interview and promotional examinations are part of the performance appraisal practices which enhances teachers’ job security in secondary schools in Udi Education Zone, of Enugu State.

4. Training, compensation, performance appraisal and labour relations are predictors of teachers’ job security in secondary schools in Udi Education Zone, Enugu State.

**Discussion**

Table one shows that organizing conferences, mentoring, part-time and full-time course in tertiary institution and organizing seminars and workshop are part of training practices which contribute to enhance teachers’ job security. This finding is in agreement with the finding of Omenyi (2002) which describe staff training as in-service exercise normally to enhance commitment, which are conference, mentoring, part-time and full-time course, seminar, and workshop. Table two shows that compensation practices such as payment of salaries, pension, promotion and giving infringe benefits contribute to teachers’ job security. This is in agreement with Gerald (2011) which stated that reward can be financial and non financial such as salaries/wages, pension, promotion etc. the findings also shows that training, compensation and performance appraisal can predict teachers’ job security. Another interesting finding is that involvement of teachers in decision working, free flow of communication discipline and cordial relationship with teachers’ are part of the labour relation practices contributes in enhancing teacher’s job security.
However, the results other null hypotheses shows that the null hypotheses are not rejected. This implies that a significant difference does not exist in the mean ratings between male and female teachers regarding the training practices, compensation practices and performance appraisals practice which contribute to secondary school teachers’ job security in the educational zone of Enugu State.

Conclusion
Human resource management practices are very essential for enhancing teachers’ job security. The expectation and objectives of secondary education may not be achieved without teachers who are highly committed to teaching and other extracurricular activities. Teachers play a significant role in the determination of the quality of education. This is the reason why the Nigerian, National Policy on Education (FRN, 2014) succinctly states that no education system can rise above the quality of its teachers. Therefore teachers (Human resource) should be highly managed and handled so as to enhance their job security to the teaching profession.

Recommendation
Based on the findings the following recommendations were made:
1. Teachers’ training practices should be enhanced since it enhances teachers’ job security.
2. Teachers should be promoted as at when due and their salaries paid promptly to enhance their job security.
3. Performance appraisal practices such as promotional interview should be conducted for teachers as at when due to enhance their job security.
4. Teachers should be trained, compensated and promoted as at when due to enhance their job security.

References


