



PRINCIPALS' CHANGE MANAGEMENT STRATEGIES AS CORRELATES OF TEACHERS' JOB PRODUCTIVITY AMONG FEDERAL UNITY COLLEGES IN NORTHEAST, NIGERIA

By

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Abstract

The study investigated principals' change management strategies as correlates of teachers' job productivity among Federal Unity Colleges in North-East, Nigeria. Two research purposes, research questions and corresponding null hypotheses guided the study. The correlational research design was adopted for the study. The population of the study was made up of all the one thousand and thirty-seven (1037) teachers, in 14 Federal Unity Colleges in North-East, Nigeria. Multi-stage sampling procedure was used to select 500 teachers from 10 schools as sample size for the study. The instrument for data collection was two researcher-made questionnaires 'Principals' Change Management Questionnaire' (PCMQ) and 'Teachers' Job Productivity Questionnaire' (TJPQ). The questionnaires were validated by three experts in Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was ascertained through a pilot test, using test-retest method and analyzed using Pearson Product Moment Correlation Coefficient. The reliability test yielded coefficients of 0.770 for PCMQ and 0.747 for TJPQ respectively, which were esteemed to be reliable for the study. Data generated from the study was analyzed using mean and standard deviation, together with Pearson Product Moment correlation to analyze the questionnaire items and answer the research questions, while Simple Linear Regression statistic was used to test all the null hypotheses at 0.05 level of significance. The results of the analysis revealed that change management strategies of job redesign and job rotation significantly correlated with teachers' job productivity. The study concluded that principals' change management strategies have significant correlation with teachers' job productivity among Federal Unity Colleges in North-East, Nigeria. The study recommended among others that, school principals should acquire additional training on how to break down tasks by redesigning them to become more engaging and less monotonous for teachers.

Keywords: Change, Change management strategies, Teachers' job Productivity

Introduction

Teachers' job productivity depicts the effectiveness and efficiency of teachers in achieving educational goals and objectives. It is the teachers' ability to ensure students achieve academic excellence and meet learning objectives. It indicates teachers' capacity to deliver high-quality instruction, self-belief, responsibility, love for work, being creative, imaginative and innovative, using innovative methods and materials, use of professional skills to manage classroom resources and achieve instructional goals. Thus, teachers' job productivity all over the world is based on the impact they have on students' achievement and learning outcomes. However, in Nigeria, dwindling teachers' job productivity has

been reported in recent times as their performance has become questionable especially at the secondary school level, including Federal Unity colleges in Northeast, Nigeria, (Osegbue et al. 2018). This poor performance manifests especially in areas of teaching, assessment and evaluation, engagement with stakeholders, implementation of curriculum, and collaborative work with colleagues to achieve shared goals, among others. Many factors have been attributed to teachers' low productivity, some of which are poor remuneration, poor conditions of service, lack of school facilities, poor career development, among others.

However, Etomes and Molua (2019) observed that another factor in teachers' low productivity could be the way and manner school heads and principals perform their roles as



school heads. This is predicated on the fact that principals have been experiencing administrative difficulties in the management of teaching staffing in such areas as: promotion, staff wages and salaries, staff training and development, staff security, staff motivation, provision of teaching facilities, staff welfare, mentoring, among others, which seem to affect teachers' productivity negatively, reducing the quality of education and the achievement of set goals (Nwabueze & Nwokedi, 2016). Principals as head of secondary schools therefore have paramount roles to play in teachers' job productivity. One of the ways through which principals (including those of federal unity schools in Northeast, Nigeria) can play this role may be through seeking innovative approaches to school management through embracing change management strategies.

Change management according to Krakoff (2024) is a structured approach used to transition individuals, teams, and organizations from their current state to desired future state. Hanushek (2019) described change management as a technique employed to plan, implement, and monitor changes to school policies, procedures, and culture to improve overall performance. In this sense, Principals' change management strategies refer to the approaches and techniques used by school principals to plan, implement, and sustain changes in their schools. It focuses on improving teaching practices and student learning outcomes through strategic planning management. That is, principals develop and implement short, middle and long-term plans to achieve school goals and objectives. By implementing effective change management strategies, principals can create a positive and productive work environment for teachers, which may lead to improved job productivity and student outcomes.

However, Osegbue, et al. (2022) observed that most principals still stick to the old ways of doing things, without being creative and introducing innovations into task performances. This is capable of inducing monotony of work, with its ugly consequences such as fatigue, boredom, loss of interest, low job commitment, among others. To this end, principals need to implement various change management strategies that could promote positive impacts on teachers' job productivity, such as communicating clearly and transparently, involving teachers in decision-making processes, providing training and support, fostering a positive school culture, encouraging feedback and suggestions, leading by example, empowering teachers to take ownership as well as celebrating successes and recognizing efforts. In the context of this study, job redesign and job rotation are indices of principals' change management strategies that were explored in relation to teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Job redesign is the process of analyzing and modifying jobs to improve efficiency, productivity, and employee satisfaction. It involves assessing the tasks, responsibilities, and work environment to create job tasks that meets the needs of both the organization and the employee. Campion et al. (2018) observed that job redesign involves several components of job specification including job enrichment and job engineering.

Thus, the centrality of job redesign strategy is to create jobs that are more efficient by streamlining tasks and reducing wastage, increase autonomy by giving teachers more control over their work and allowing them to make decisions about their teaching practices, redesigning teachers' jobs to reduce stress and improve work-life balance. Lack of autonomy and work-life balance could contribute to teachers' low job productivity. In one of the researcher's visits to some of these unity schools, it was observed that teachers lament about workload and lack of freedom to rearrange the school timetable to reflect a balanced work-life. Overcrowded workload may trigger low job productivity on the part of these teachers, but there is no statistical evidence to situate this assertion. As a further study in this direction, the current study sought to establish the relationship between principals' job redesign strategy and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Empirically, studies have been conducted on job redesign and its connection with school variables. For instance, Sule (2019) examined the influence of change management strategies on secondary school teachers' job effectiveness in Shomolu Local Government Area of Lagos State, Nigeria, and found that change management strategies of job redesign and teamwork and supervision had significant influence on teachers' job effectiveness. Similarly, Sununta and Patarakhuan (2016) examined the effect of job redesign as well as that of the interaction effect of job redesign and job satisfaction on employee performance in Thailand, and discovered that job redesign is significantly and inversely related to employee performance. Moreover, the interaction effect between job redesign and job satisfaction was found to be positively and significantly related to employee performance. These findings suggest that when firms implement job redesign, it is likely that it will positively influence employee performance in the first stage of change. Also, Aroosiya and Ali (2014) conducted a study on impact of job redesign on school teachers' performance in the Kalmunai Zone of Srilanka. The results of the study showed a significant and positive relationship between job redesign and perceived degree of job performance among school teachers in the Kalmunai Zone of Srilanka.

Another change management strategy is job rotation. Job rotation is a strategy that involves rotating employees through different jobs or roles within an organization to provide new challenges, skills, and experiences. It is a systematic approach to rotating employees through different jobs or roles to provide a broader understanding of the organization and its operations (Demerouti & Bakker, 2017). In the school system, job rotation strategy is mostly used by school principals to diversify teachers' knowledge so as to make them more relevant in taking tasks, assignments, roles, and responsibilities outside their specialization. It involves rotating teachers through different responsibilities or subjects to provide new challenges, skills and experiences with the intent of enhancing their efficiency and effectiveness. However, most principals (including those of federal unity colleges) do not seem to understand the benefits accruable

with job rotation. The interaction between the researcher and some of the teachers in federal unity Colleges in Northeast, Nigeria underscores the fact that most teachers are not satisfied with their jobs as some of them have been teaching one particular subject for more than 10 years without diversified experience or skill to enrich their growth and career development. This situation may trigger low productivity among the teachers. In order to establish the intersection between job rotation and teachers' job productivity across Federal Unity Colleges in Northeast, Nigeria, the current study sought to provide statistical evidence in this direction.

Also, the intersection between job rotation and some school variables has been investigated empirically. For instance, Omer (2018) conducted a study on the impact of job rotation on employees' performance in Omdurman Ahlia University and found significant and favorable relationship between job rotation and employee performance and significant positive effect of Job Rotation on Employees commitment. in Omdurman Ahlia University. Similarly, Fernando and Dissanayake (2019) investigated the effect of Job Rotation Practices on Employee Job Performance; Mediating Role of Intrinsic Motivation (with Special Reference to the Private Commercial Banks in Sri Lanka). The study focused on two objectives: to identify the impact of employee job rotation practices on job performances of operational level employees in banking industry of Sri Lanka and to identify the impact of employee job rotation practices on job performance. The study revealed that job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity, develop new relationships across the company and gain skills needed for future career advancement and it has significant impact on employee job performance. Also, Mudassir (2021) examined the impact of job rotation practices on employee performance, motivation and commitment in the banking sector of Pakistan. The study found that employees perceived a great and positive effect of job rotation on their performance, motivation and commitment. When employees are shifted from one department/unit to another department/unit, their motivation increases and their commitment towards the organization also enhanced. Employee performance becomes well and improves through job rotation programs. The result indicates that there is a significant relationship between job rotation and employee performance, motivation and commitment.

From the foregoing, it is evident that principals' change management strategies are viable tools that can be used by the school principals to make necessary changes with a view to enhancing teachers' efficiency, effectiveness and productivity. Thus, principals can employ these strategies in schools and educational organizations to enhance teachers' productivity, motivation, and well-being, leading to better educational outcomes. However, there seems to be paucity of studies on the relevance of principals' change management strategies in the job productivity of teachers in Federal Unity Colleges across Northeast, Nigeria. In order to fill this gap, the current study sought to establish the relationship between principals'

change management strategies of job redesign and job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Statement of the Problem

The major responsibility of principals in schools is to achieve the goals and objectives of the school. A good administrator must always be innovative in nature in the aspect of policy making, and not to be static. Thus, principals have various change management strategies such as job redesign, job rotation, motivational, delegation of authority, supportive supervision, decision-making, teamwork strategy, among others, at their disposal. However, in one of the researchers' visits to some of the Federal Unity Colleges in Northeast, Nigeria, it was observed that teachers' lament about overcrowded workload and lack of balanced work-life as the system creates little or no opportunity for growth and career development. The interaction between the researchers and some of the teachers in these schools underscore the fact that most teachers are not satisfied with their jobs as some of them have been teaching one particular subject for more than ten years without diversified experience or skill to enrich their growth and career development. It has also been observed that most principals still stick to the old ways of doing things thereby creating monotony of work. This ugly situation is capable of inducing fatigue, boredom, lack of interest and commitment in task performance among the teachers. By implication, improper implementation of change management strategies by the principals could lead to low productivity among the teachers. However, it is not clear to what extent the strategies of change are utilized for teachers' job productivity. It is in view of this that the researchers considered it important to investigate the relationship between principals' change management strategies of job redesign and job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria

Purpose of the study

The main purpose of the study was to examine the relationship between principals' change management strategies and teachers' job productivity among Federal Unity Colleges in North-East, Nigeria. Specifically, the study seeks to:

- i. Examine the relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.
- ii. Determine the relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Research Questions

The followings research questions guided the study:

- i. What is the relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria?
- ii. What is the relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria?

Research Hypotheses

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

Ho₁: There is no significant relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Ho₂: There is no significant relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Methodology

The study adopted the correlational research design. Correlational research design is used to show the magnitude and level of relationship between variables of interest (Galadanci & Muktar, 2017). It establishes the relationship between two or more variables. Correlational research design was considered appropriate for this study because the researchers sought to establish the relationship between principals' change management strategies (job redesign and job rotation and teachers' job productivity. The study was conducted in Northeast, Nigeria. Northeast Nigeria, which comprises six states: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. The population of the study consists of all the 1,037 teachers, from 15 Federal Unity Colleges in Northeast Nigeria. There are 15 Federal Unity Colleges in the Northeast Geopolitical Zone of Nigeria. However, as at the time the data was collected, one out of the three schools in Maiduguri, Borno State (Federal Science and Technical College, Lassa) could not be assessed by the researcher because the school was closed down as a result of insurgent activities. Thus, the researchers made use of the available 14 schools in the area. The total number of teachers in federal unity colleges in Northeast, Nigeria stands at 1,037 (One thousand, and thirty-seven). Using the Krejcie and Morgan (1970) sample size determination table, the researcher arrived at a minimum sample of 285. This is the recommended minimum. However, the researchers increased the sample size to 500. According to Andrade (2020), one may choose to increase sample size when there is likelihood of participants dropout, incomplete records, and other study-related problems. Selection of participants was done through a multistage sampling procedure.

At the first stage, the researcher used simple random sampling to select four states out of the six states in the study area. Four states out of six is considered adequately representative of the entire population. Moreover, sampling frame must contain an adequate number of units to enable the collection of an entire information set, which could be a vital prerequisite (Hossan, et al., 2023). This led to the selection of Taraba State (three schools), Adamawa State (three schools), Bauchi State (two schools) and Yobe State (two schools). Thus, 10 out of 14 schools were selected giving a population subset of 768 teachers from where the actual sample size was drawn. Stratified proportionate random sampling technique was used at the second stage. Using this technique ensured that the

number of persons sampled from each Federal Unity College is proportionate to the entire population subset. For Federal Government College, Wukari, with a population of 75, the number was divided by the population subset of 768 and further multiplied by the recommended sample size of 500. This brings the number of respondents in Federal Government College, Wukari to 48.8 (approx. 49). Using the same procedure, the adequate number of participants was taken from all the schools selected in stage one. Based on this calculation procedure, 64 respondents were chosen from FGGC Yola, 52 from FGGC Jalingo, 65 from FGGC Bauchi, 52 from FGC Azare, and 51 from FGC Ganye. Additionally, 51 teachers were selected from FSTC Jalingo, 46 from FGGC Potiskum, 39 from FGC Buni-Yadi, and 31 teachers from FSTC Michika, giving a total number of 500 teachers as sample size for the study.

The instrument for data collection was two researcher-designed questionnaires titled 'Principals' Change Management Questionnaire (PCM), designated as part 1, and Teachers' Job Productivity Questionnaire (TJPQ), designated as part 2. Each of the two parts consisted of two sections: A and B. Section A sought information on the respondents' demographic characteristics, while section B was on the questionnaire items. The PCM was further divided into two clusters A and B according to the research variables, with each cluster containing 10 items. This gave a total of 20 items. Cluster 'A' was made for job redesign strategy, while cluster 'B' was for job rotation strategy.

The TJPQ which is the part 2 of the questionnaire consisted of 20 items constructed continuously and not in clusters to measure the dependent variable of the study which is teachers' job productivity. Both the PCM and the TJPQ were made on a four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). They were all scored 4, 3, 2, and 1 respectively for positive items and 1, 2, 3, and 4, for negative items. Both the PCM and TJPQ were answered by the teachers. The instrument was validated by three experts, from Faculty of Education, Taraba State University, Jalingo. To ascertain the internal consistency of the instrument, pilot test was conducted using test-retest method. The data obtained from the pilot test was analyzed using Pearson Product Moment Correlation, which yielded reliability coefficients of 0.770 for PCM and 0.747 for TJPQ respectively. The coefficients showed that the PCM and TJPQ are reliable for the study. The researchers administered the instrument to the respondents with the help of two research assistants who were adequately briefed on the modalities of the research. The administration and retrieval of the questionnaires lasted for two (2) weeks. However, few errors were discovered on some questionnaires, which made the researcher to exclude such subjects from the sample. The return rate was 97.6% and this was used for the final analysis. This means that 488 of the questionnaires were used for the analysis.

Both descriptive and inferential statistics were used to analyze data generated from the study. Descriptive statistics of Mean and Standard Deviation together with Pearson's Product

Moment Coefficient were used to answer the research questions. The decision rule was 2.50. This means that items that scored 2.50 and above were accepted, while items that scored less than 2.50 were rejected. Also, inferential statistics of simple Linear Regression was used to test all the null hypotheses at 0.05 level of significance. The decision rule was: if the calculated F statistic exceeds the critical F statistic at 0.05 level of significance, the null hypothesis was accepted, but if the critical F statistic exceeds the calculated F statistic at 0.05 level of significance, the null hypothesis was rejected.

Results

Table 1 Distribution of Respondents Based on State and Schools

SN	School/State	Frequency	percent age
1	FGGC Yola (Adamawa)	64	12.80
2	FGC Ganye (Adamawa)	51	10.20
3	FSTC Michika (Adamawa)	31	6.20
4	FGGC Bauchi (Bauchi)	65	13.0
5	FGC Azare (Bauchi)	52	10.40
6	FGC Wukari (Taraba)	49	9.80

7	FGGC Jalingo (Taraba)	52	10.40
8	FSTC Jalingo (Taraba)	51	10.20
9	FGGC Potiskum (Yobe)	46	9.20
10	FGC Buni-Yadi (Yobe)	39	7.80
	TOTAL	500	100%

Source: Field Survey, 2026

The table above shows the distribution of respondents across the sampled schools. The sampled states include Adamawa State, Bauchi State, Gombe State, and Taraba State. The total number of sampled schools was 10. Forty-nine participants were selected from FGC Wukari, 64 from FGGC Yola, 52 from FGGC Jalingo, 65 from FGGC Bauchi, 52 from FGC Azare, and 51 from FGC Ganye. Additionally, 51 teachers were selected from FSTC Jalingo, 46 from FGGC Potiskum, 39 from FGC Buni-Yadi, and 31 teachers from FSTC Michika, giving a total number of 500 teachers as sample size for the study (100%).

Analysis of Research Questions

Research Question One: What is the relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria?

Table 2a: Mean Ratings of Teachers with Regard to Job Redesign Strategy

s/n	Item description	Response							
	CLUSTER A: Job redesign	SA	A	D	SD	Sum	X	SD	Dec
	My Principal:								
1	often reviews/revises job description to ensure they are aligned with school goals/objectives.	340	672	252	53	1317	2.70	0.882	A
2	often allows teachers to have control over their work	616	417	234	78	1345	2.76	1.067	A
3	often provides regular feedback to teachers on their task performances.	744	432	276	20	1472	3.02	0.911	A
4	always encourages teachers to be creative in their task performances.	700	411	310	21	1442	2.95	0.921	A
5	ensures that teaching practices meet expected objectives.	556	417	336	42	1351	2.77	0.96	A
6	empowers teachers to take ownership of their classrooms.	644	423	304	34	1405	2.88	0.953	A
7	often allows teachers to take on new challenges/responsibilities.	732	399	280	32	1443	2.96	0.961	A
8	allows for flexible scheduling for task assignments among teachers.	120	519	332	119	1090	2.23	0.89	D
9	always facilitates collaboration among teachers for ease of task performance	588	414	294	56	1352	2.77	1.005	A
10	often provide opportunity for teachers to develop new	148	576	358	80	1162	2.38	0.847	D

skills.

Cluster Mean

2.74 .902 A

Source: Researchers' Field Survey (2026)

From table of 2a above on relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria, the mean ratings and standard deviations of the respondents shows that eight out of the 10 items are rated above 2.50. Respondents agreed that the principal often reviews/revises job description to ensure they are aligned with school goals and objectives; often allows teachers to have control over their work; provides regular

feedback to teachers on their task performances; encourages teachers to be creative in their task performances; and also facilitates collaboration among teachers for ease of task performance. Only two items were rated below 2.50, so that the cluster mean score was 2.74 with standard deviation of 0.902. This is indicative of good and high rating for the principals' practice of job redesign for teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Table 2b: Mean Ratings of Respondents on Teachers' Job Productivity Among Federal Unity Colleges in Northeast, Nigeria

s/n	Item description	Response							
		SA	A	D	SD	Sum	X	Std.D	Dec
1.	I am equipped with modern pedagogical skills for teaching	488	552	80	142	1262	2.59	1.152	A
2.	I am effective in achieving my teaching goals and objectives	356	684	240	51	1331	2.73	0.88	A
3.	I am often regular to school/classes.	324	663	260	56	1303	2.67	0.886	A
4.	I often receive positive feedback from students, parents/colleagues on my teaching performance.	484	480	244	85	1293	2.65	1.043	A
5.	I often meet deadlines for the submission of results after examinations.	540	348	332	71	1291	2.65	1.037	A
6.	I can teach using various teaching [methods/techniques to meet diverse needs of my students.	172	315	534	73	1094	2.24	0.812	D
7.	I have classroom management skills to control my class during lesson delivery.	636	357	318	51	1362	2.79	1.014	A
8.	I often maintain a positive/respectful classroom environment during lessons.	448	390	370	61	1269	2.60	0.975	A
9.	I can fabricate simple instructional aids for my lessons.	196	498	312	117	1123	2.30	0.945	D
10.	I always deliver my lesson with well-prepared lesson notes.	700	507	208	40	1455	2.98	0.949	A
11.	I often use proactive strategies to prevent misbehaviour and promote positive student behaviour.	392	549	242	86	1269	2.60	0.998	A
12.	I can communicate effectively with students during lesson delivery.	752	498	198	35	1483	3.04	0.936	A
13.	I often deliver my lessons based on specified curriculum content.	260	555	356	60	1231	2.52	0.874	A

14.	I always give group assignments to my students to encourage team spirit.	92	492	258	172	1014	2.08	0.934	D
15.	I have healthy interpersonal relationship with my students.	548	411	230	99	1288	2.64	1.096	A
16.	I am always willing to accept extra responsibilities from my superiors.	264	666	246	77	1253	2.57	0.913	A
17.	I always encourage healthy competitions among my students in the classroom.	356	684	240	51	1331	2.73	0.88	A
18.	I am proficient in the use of appropriate teaching aids in my lessons.	520	486	186	103	1295	2.65	1.088	A
19.	I always prioritize my tasks/manage my time to meet my teaching responsibilities.	380	444	336	77	1237	2.53	0.978	A
20.	I often take breaks and practice self-care to manage stress/maintain my mental and physical well-being.	348	429	254	131	1162	2.38	1.064	D
Cluster Mean							2.60	.935	A

Source: Researchers' Field Survey (2026)

To measure teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria, mean scores from the table 2b provide visual evidence that 16 items from the questionnaire were rated above 2.50. For instance, respondents agreed that they were equipped with modern pedagogical skills for teaching ($x = 2.59$, $SD = 1.152$); that they were effective in achieving teaching goals and objectives ($x = 2.73$, $SD = 0.88$); that they often received positive feedback from students, parents/colleagues on teaching performance ($x = 2.65$, $SD = 1.043$); that they often meet deadlines for the submission of results after examinations. ($x = 2.65$, $SD = 1.037$); have

classroom management skills to control the class during lesson delivery ($x = 2.79$, $SD = 1.014$); and teachers maintain a positive/respectful classroom environment during lessons ($x = 2.73$, $SD = 0.88$). Twelve other items had acceptable mean values, indicating the job productivity rating of teachers in Federal Unity Colleges in Northeast Nigeria was high. Four of the items were however rated below 2.50. Thus, respondents rated job productivity of teachers in Federal Unity Colleges in Northeast Nigeria as high. This is evident from the grand mean of 2.60, which is above the criterion mean of 2.50 for acceptance level.

Table 2c: Pearson Product Moment Correlation Analysis on the Relationship Between Job Redesign and Teachers' Job Productivity in Federal Unity Colleges in Northeast, Nigeria

Correlations

			Job redesign	Teachers' job productivity
Pearson's r	Job redesign	Correlation Coefficient	1.000	.334
		Sig. (2-tailed)	.	.000
		N	488	488
	Teachers' job productivity	Correlation Coefficient	.334	1.000
		Sig. (2-tailed)	.000	.
		N	488	488

**. Correlation is significant at the 0.05 level (2-tailed).

Given the calculated value of 0.334, there is enough evidence that job redesign practice ($x = 2.74$; $SD = 0.371$) and teachers' job productivity ($x = 2.60$; $SD = 0.267$) have a strong and positive relationship.

Research Question Two: What is the relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria?

Table 3a: Mean Ratings of Respondents with Regard to Job Rotation Strategy

s/n	Item description	Response							
		SA	A	D	SD	Sum	X	Std.D	Dec
	CLUSTER B: Job Rotation:								
	My principal:								
11	often rotates teachers to different roles/responsibilities within the school.	384	459	316	81	1240	2.54	0.988	A
12	always provides opportunities for teachers to switch to new departments/units.	336	393	318	114	1161	2.38	1.024	D
13	often rotates teachers to different subjects for task variety.	172	315	534	73	1094	2.24	0.812	D
14	often provides training/support for teachers who are rotating to new roles or responsibilities.	200	516	320	106	1142	2.34	0.93	D
15	always provides feedback to teachers who are adjusting to new roles and responsibilities	388	555	296	58	1297	2.66	0.929	A
16	utilizes rotation of tasks to foster healthy competition among teachers.	500	489	228	86	1303	2.67	1.043	A
17	often provides opportunities for teachers to participate in mentoring programmes to make them more versatile.	512	444	322	51	1329	2.72	0.967	A
18	always exposes teachers to new ideas/novelties in various subjects for ease of task rotation.	448	390	370	61	1269	2.60	0.975	A
19	utilizes job rotation to reignite passion for teaching among teachers in my school.	504	354	282	103	1243	2.55	1.09	A
20	often rewards teachers who perform excellently in their rotated offices/tasks.	700	507	208	40	1455	2.98	0.949	A
	Cluster Mean						2.57	.813	A

Source: Researchers' Field Survey (2026)

Table 3a shows the perceptions of respondents on principals' job rotation practices. Mean ratings and standard deviation values show that respondents agreed with 7 out of the 10 items. They agreed that the principal often rotates teachers to different roles/responsibilities within the school ($x = 2.54$; $SD = .988$); principal always provides feedback to teachers who are adjusting to new roles and responsibilities ($x = 2.66$; $SD = .929$); that principal utilizes rotation of tasks to foster healthy

competition among teachers ($x = 2.67$; $SD = 1.043$), and so on. Nevertheless, respondents disagreed with three items, with mean scores of 2.38 ($SD = 1.024$), 2.24 ($SD = .812$) and 2.34 ($SD = .93$). However, the final mean rating on this cluster is 2.57 ($SD = 0.813$), indicating that respondents were in agreement that principals practiced job rotation in Federal Unity Colleges in Northeast Nigeria.

Table 3b: Pearson Product Moment Correlation Analysis on the Relationship Between Job Rotation and Teachers' Job Productivity in Federal Unity Colleges in Northeast, Nigeria

Correlations

	job rotation	teachers' productivity	job
Pearson's r	Correlation Coefficient	1.000	.320
	Sig. (2-tailed)	.	.000
	N	488	488

teachers' job productivity	Correlation Coefficient	.320	1.000
	Sig. (2-tailed)	.000	.
	N	488	488

** . Correlation is significant at the 0.05 level (2-tailed).

The r value of 0.320 shows strong evidence that job rotation practices ($x = 2.57$; $SD = 0.813$) and teachers' job productivity ($x = 2.60$; $SD = 0.267$) have a strong and positive relationship as both variables appear to increase and reduce constantly. The implication of this is that there is a positive relationship between the two variables as high ratings on the

independent variable is similarly seen on the dependent variable.

Hypotheses Testing

Null Hypothesis One: There is no significant relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria.

Table 4: Simple Linear Regression Analysis Showing Significant Relationship Between Job Redesign and Teachers' Job Productivity Among Federal Unity Colleges in Northeast, Nigeria

Descriptive statistics				Model Summary	ANOVA			
Variables	N	Mean	Std. Dev.	R Square		Df	F	Sig.
Teachers' Job Productivity	488	2.60	.935		Regression	1		
Job redesign	488	2.74	.902	.112	Residual	486	61.201	.000
					Total	487		

a. Predictors: (Constant), job redesign

b. Dependent Variable: job productivity

**R is significant at the 0.05 level (2-tailed)

Source: Researcher's Analysis, 2026

In Table 4 above, simple linear regression model shows relationship between job redesign and teachers' job productivity. 488 respondents formed the dataset. The analysis shows a significant model ($F(1,486) = 61.201$, $p < 0.05$, $R = .334$). This suggests positive relationship between job redesign and teachers' job productivity, given that $R^2 =$

.112, which implies that about 11.2% of teachers' job productivity is attributable to principals' job redesign practices. Based on the decision rule, if $p < 0.05$, we reject null hypothesis. Also, where F statistic is larger than the critical F , it gives sufficient evidence to reject null. Thus, the null hypothesis which states that there is no significant relationship between job redesign and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria is rejected and the alternate accepted.

Null Hypothesis Two: There is no significant relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria

Table 5: Simple Linear Regression Analysis Showing Significant Relationship Between Job Rotation and Teachers' Job Productivity Among Federal Unity Colleges in Northeast, Nigeria

Descriptive statistics				Model Summary	ANOVA			
Variables	N	Mean	Std. Dev.	R Square		Df	F	Sig.
Teachers' Job Productivity	488	2.60	.935		Regression	1		
Job rotation	488	2.57	.813	.102	Residual	486	55.309	.000
					Total	487		

a. Predictors: (Constant), job rotation

b. Dependent Variable: job productivity

**R is significant at the 0.05 level (2-tailed)

Source: Researcher's Analysis, 2026

Table 5 reports the relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria using a simple linear regression model. Values obtained for principals' job rotation practices ($x = 2.57$) were regressed against values obtained for teachers' job productivity ($x = 2.60$). Linear regression indicates a significant model ($F(1,486) = 55.309$, $p < 0.05$, $R = .320$).

Moreover, the coefficient of determination $R^2 = .102$, suggesting that principals' job rotation practice accounts for approximately 10.2% of teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria. Following true to the decision rule, which states that if F statistic is greater than the critical F , therefore, the null hypothesis which states that there is no significant relationship between job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria is rejected and the alternate accepted.

Discussion of Findings

Respondents' mean ratings, standard deviations, and Pearson's R were used to answer the research questions.

Hypotheses were tested using simple linear regression analysis and multiple linear regression. The discussion of findings is presented below.

Relationship Between Job Redesign and Teachers' Job Productivity Among Federal Unity Colleges in Northeast, Nigeria

The standard deviations and mean ratings by respondents on the relationship between job redesign and job productivity among Federal Unity Colleges in Northeast, Nigeria revealed that job redesign was rated high. After regressing the numbers for job redesign against the dependent variable, a positive relationship of 0.334 between job redesign and teachers' job productivity in Federal Unity Colleges in Northeast, Nigeria was established. The finding agrees with Sule (2019) who found that job redesign had a significant influence on secondary school teachers' job effectiveness in Shomolu Local Government Area of Lagos State, Nigeria. The finding is also congruent with that of Sununta and Patarakhuan (2016) whose study examined the interaction effect of job redesign and job satisfaction on employee performance in Thailand because, a multiple regression revealed that job redesign is significantly and inversely related to employee performance in Thailand. It further aligns with the finding of Aroosiya and Ali (2014) that job redesign had significant and positive relationship between with school teachers in the Kalmunai Zone of Srilanka.

The emergent realities of these findings point to the modern emphasis by managers to develop work approaches which are more engaging, challenging and as well less monotonous. Educational managers such as school principals must therefore continue to examine the routine tasks and redesign them in ways that make teachers enjoy doing them. Jobs that are redesigned are more efficient if tasks are streamlined because it can lead to reducing wastage, increase autonomy by giving teachers more control over their work, and allowing them to make decisions about their teaching practices. In essence, redesigning teachers' jobs reduces stress and improves work-life balance. This aligns well with the tenets of self-efficacy theory developed by Albert Bandura to prove that a teacher's belief in their own ability to succeed in specific situation or to accomplish redesigned tasks allows them to possess self-control of their thoughts, actions, inspiration, drive and feeling.

Relationship Between Job Rotation and Teachers' Job Productivity Among Federal Unity Colleges in Northeast, Nigeria

Mean averages and corresponding standard deviations were used to establish ratings of respondents on job rotation as well as on teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria. Responses were generally above the mean of 2.50 for most items. Comparing the mean scores of both variables using simple linear regression, job rotation and teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria were found to have a moderate, positive and linear relationship. Findings of this study align well with that of Omer (2018) whose study revealed significant and favorable relationship between job rotation

and employee performance in Omdurman Ahlia University, Sudan. The finding also aligns with that of Mudassir (2021) who examined the impact of job rotation practices on employee performance, motivation and commitment in the banking sector of Pakistan and found a positive effect of job rotation on employee performance in the banking sector of Pakistan and maintained that when employees were shifted from one department/unit to another department/unit, their motivation increased and their commitment towards the organization also enhanced. The finding further agrees with that of Fernando and Dissanayake (2019) who discovered that that job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity, develop new relationships across the company and gain skills needed for future career advancement and it has significant impact on employee job performance in Sri Lanka.

The lack of convergence in opinions about the relationship between job rotation and job productivity holds much meaning because it has also been found that employees may take a longer time adapting to the new work environment when they are rotated. This can lead to waste of resources and man hours in training employees for the job roles. This assertion is supported by the theoretical framework guiding this study, where Kurt Lewin's change theory explains that the change intervention or transition stage is always the hardest because the people are learning about the change and they need to be given time to understand and work with them. Nevertheless, there is growing evidence supporting the need and benefits of job rotation for organizational efficiency and productivity.

Conclusion

The finding of the study has systematically led to the conclusion that principals' change management strategies have significant correlation with teachers' job productivity among Federal Unity Colleges in Northeast, Nigeria. This implies that when principals effectively adopt the change management strategies of job redesign and job rotation, teachers' job productivity will be enhanced. Thus, emphasizing change management strategies as an approach towards increasing productivity of teachers has become necessary in the light of modern and emerging challenges within the educational sector.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School principals should acquire additional training on how to break down tasks by redesigning them in ways that make them more engaging and less monotonous to teachers.
2. Teachers in Unity Colleges as well as in other secondary schools should be encouraged by their principals to embrace job rotation as a form of capacity building, which can help boost their productivity on the job.

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