

**RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF STAFF PERSONNEL
ADMINISTRATIVE PRACTICES OF PRINCIPALS AND THEIR JOB
PERFORMANCE IN SECONDARY SCHOOLS IN ENUGU STATE**

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Abstract

The study investigated relationship between teachers' perception of staff personnel administrative practices of principals and their job performance in secondary schools in Enugu State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 7,667 teachers in public secondary schools in Enugu State. Stratified random sampling technique was used to draw 767 teachers for the study. A researcher developed questionnaires titled "Staff Personnel Administrative Practices of Principals Questionnaire (SPAPQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The instruments were by three experts from Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded overall reliability co-efficients of 0.84 and 0.82 for SPAPQ and TJPQ respectively. The researcher and five research assistants collected data for the study using direct administration method. A 98% return rate was recorded. Pearson's Product Moment Correlation Coefficient was used to answer the research questions, t-test for correlation to test hypotheses. The findings of the study revealed that there was moderate positive relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State. It was also found out that there was significant relationship between teachers' perception of staff professional development practices of principals and their job performance. Based on the findings, it was recommended among others that Secondary Education Management Board should provide opportunity for teachers to attend training programmes at least once every academic session for them to up-date the knowledge of subject mastery and teaching skills to bring about improvement on their job performance.

Keywords: Teacher, Staff Personnel Administrative, Principals, Job Performance, Motivation, Supervision, Profession Development

1. Introduction

Education is a veritable tool for molding and sharpening learners' character and behaviour. It also plays crucial roles for moral, social, economic and political empowerment of individuals for the attainment of Nigerian quest for technological and scientific advancement. Asiyai (2020) posited that through education, a child's attitude and character is sharpened with the relevant skills, knowledge and competences needed to contribute to social, economic and political development of the society. In education institutions; primary, secondary and tertiary institutions, the staff personnel constitute the workforce which plays active roles in implementing the school policies and programmes. Staff personnel is the skilled or unskilled workforce in school. According to Usman (2016), there are two types of staff personnel, teaching and non-teaching staff. The teaching staff are the personnel directly involved in teaching the students in school. The non-teaching staff are the workforce that provide auxiliary services in the school system. The research interest is on the teaching staff who are responsible for instructional delivery in the classroom. The responsibility of managing the staff personnel in secondary school rests on the principal.

Principal is the chief executive officer charged with the responsibility of running the affairs of secondary school. The principal as the administrative head of a secondary school has the highest authority to control all activities of secondary school. According to Ikediugwu and Ukeji (2020), principal is the administrator charged with the responsibility of managing both the human, material and financial resources of the school system. The principal directs, organizes and manages the daily operation of secondary school organization. One of the core responsibilities of the school principal is staff personnel administration.

Staff personnel administration has generated different meanings and interpretations over years. According to Nwafukwa and Egwu (2017), staff personnel administration is a managerial function that deals with managing staff and providing their needs to enable them perform effectively in the school system. Staff personnel administration deals with managing the human resources to make their fullest contributions towards improving teaching and learning in school organization. Ezeugbor, Onyali and Okoye (2018) defined staff personnel administration as the managerial activity or service geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery. Operationally, staff personnel administration is a managerial function concerned with planning, organizing, motivating and satisfying the needs of workforce to stimulate them to significantly contribute in attainment of school objectives. Ezeugbor, et al posited that it is the function of principals to adopt various staff personnel administrative practices to ensure that teachers perform their duties creditably.

There are many components of staff personnel administrative practices. Ejeh and Okoro (2016) outlined staff personnel management practices to include: orientation, motivation and welfare, among others. Similar to this, Alhassan (2014) stated that staff personnel administration practices (services) include: Orientation, decision making, delegation of duties, supervision, staff professional development and motivation. The staff personnel administration practices that will be adopted in this study are motivation, supervision, decision making, staff personnel development and staff welfare because they are the core areas of personnel administration.

Motivation is an urge or driving force that propels one to exhibit desirable behaviour and take actions to attain set objectives. Motivation stimulates teachers to work hard. Egboka and Olisah (2020) posited that motivated teacher could be delighted to carry out the duties and responsibilities assigned to them with uttermost dedication and commitment. The uttermost dedication of teachers in discharging their duties is likely to improve their job performance. Similar to this, Nur, Amaleena, Ahmad, Siti and Suzila (2015) asserted that a highly motivated staff tries to carrying out each and every aspect of his or her duties and responsibilities to attain desirable job performance. Motivation could boost the morale of teachers to work harder for better job performance. Many organizations choose different kind of motivational practices to make their employee performance higher for better outcomes (Sharaeva and Liu, 2019). These motivational practices may include: praise, promotion, bonuses, monetary reward and recognition among others. Onyali, Ikegwonu and Nnebedum (2018) observed that some of the secondary school teachers in Enugu State are not adequately motivated as medical check-up and counseling services provided by principals for teachers are irregular. However, motivated teachers could effectively perform their duties with little or without supervision.

Supervision is the process of observing, directing and controlling the activities of teachers. It is the duty of principals to adopt several supervisory practices in school organization. According to Chepkuto, Sang and Chumba (2019), principals' supervisory practices involve finding out whether teachers follow schemes of work, providing timely constructive and objective feedback after classroom observation, demonstrates teaching techniques to teachers on delivery of content, ensuring teachers make good use of instructional time to complete the syllabus before exams and offering useful teaching suggestions to enhance syllabus coverage. The professional assistance and constructive criticism received by teachers during supervision helps to improve teachers' instructional skills which may consequently foster their job performance. Onyali, et al (2018) pointed out that monitoring of teachers classroom, instructional delivery, truancy level and daily school attendance are irregular. Supervision of teachers could help principals to identify the areas to organize professional development programme for staff.

Staff professional development is any programme designed to refresh, up-date and improve teachers' skills and knowledge. It is directed towards the improvement of teachers'

creativity and knowledge of their subject matters. Maclean (2018) stressed a major purpose of staff professional development is to re-orientate teachers to new goals and values, prepare them to cope with curriculum change, train them in new teaching and learning methods and to provide them with the knowledge and skills to teach new learning areas. Ukaegbu and Ekpeyong (2017) pointed out that staff professional development improves workers efficiency and gives them the opportunity to acquire advanced skills and knowledge needed in executing job tasks in the organization. The knowledge acquired by teachers from staff professional development programme tends to increase the quality of teaching and learning in educational institution. Melaku and Abeya (2018) stressed that professional development includes mentoring and attending workshops, seminars, conferences and professional meetings among others. Eleje, Maduagwu and Ben (2013) observed that the training programmes were largely irregular and inadequate for the teachers in secondary schools in Enugu State. However, the knowledge acquired by teachers through training is likely to improve their job performance.

Teacher job performance is concerned with the activities of a teaching staff that are geared toward imparting knowledge to students. Egboka and Olisah (2020) defined teacher job performance as the outcome of the set of behaviour, attitude, characteristics and task executed by teaching staff in attainment of set objectives. Teacher job performance denotes the attitude, behaviour and commitment of a teaching staff in discharging their duties. Thompson and Ofojebe (2020) defined teacher job performance as those duties or tasks accomplished or executed by the teaching staff at a particular period in the school system. Teacher job performance is the inputs made by teacher to attain desirable outcomes among students in internal and external examinations. Teacher job performance relates to official duties executed by a teaching staff in given period to attain academic and moral excellence.

Teacher job performance is measured in accordance with predetermined objectives or activities. Situma and Iravo (2015) noted that teacher job performance is measured by regular and early reporting at school, participation in co-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking of scripts and general punctuality among others. Similar to this, Nnebedum and Akinfolarin (2017) noted that teacher's job performance is evaluated based on students academic performance, possession and display of in-depth knowledge of his or her subject matters, effective presentation of lesson, effective classroom organization and control, regularity and punctuality, discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others.

The improvement of teacher performance seems to be a great challenge of administrators of secondary schools in Enugu State. Egboka (2018) observed that some secondary school teachers in Enugu State are performing below expectations of stakeholders by adopting obsolete teaching methods, missing of their class lesson delivery, persistent lateness to work which led to

poor academic achievement of students. Similar to this, Nzokurum and Iremeka (2017) observed that some secondary school teachers in Enugu State are not committed to their duties, they are not punctual to work, absent themselves most often from school, exhibit poor class management and lack the will to perform their job enthusiastically. The negative behaviour of teachers that adversely affect their job may be probably due to that they are rarely guided and supported by principals through the various staff personnel administrative practices. To buttress this, Okigbo (2020) observed that one of the major problems bedeviling secondary schools in Enugu State are negligence of staff personnel management which has not only dampened the morale of teachers but also affected the job performance. The unsatisfactorily state of affairs perhaps may be attributed to the deficiencies of staff personnel administrative practices of secondary school principals in Enugu State. These unsatisfactorily state of affairs prompted this study.

1.1 Statement of the Problem

There seems to be cases of persistent lateness to work, absenteeism, missing of classroom lessons presentation and other negative attitude among secondary school teachers in Enugu State. All these non-challant attitudes of teachers towards their job contribute to the decline in students' academic achievement. The researcher observed that Enugu State government and education stakeholders have made efforts to cushion these problems by allocation of funds to secondary schools, prompt payment of teachers' salaries and intensity of supervision. All these efforts yielded fruitful results by contributing to remarkable improvement on teachers' work attitude but there is still room for outstanding teachers' job performance through staff personnel administrative practices of principals.

Given the crucial roles of staff personnel administrative practices of principals in motivating and stimulating teachers' dedication to their work, one wonders why teachers job performance is still below expectations of stakeholders in Enugu State. The persistent low level of teachers' job performance could be associated with lapses of staff personnel administrative practices of secondary school principals in Enugu State because if teachers were adequately supervised, trained and motivated, they are bound to be punctual to school, be dedicated and committed to their job. Staff personnel administration in Enugu State seems to be given inadequate attention by principals as it appears teachers are rarely exposed to training, motivated and supervised by principals. The problem is what is the relationship between teachers' perception of staff personnel administrative practices of principals and their job performance in secondary schools in Enugu State?

1.2 Purpose of the Study

The purpose of the study was to determine the relationship between teachers' perception of staff personnel administrative practices of principals and their job performance in secondary schools in Enugu State. Specifically, the study sought to find out:

1. Relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State
2. Relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State.
3. Relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State.

1.3 Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State?
2. What is the relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State?
3. What is the relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State?

1.4 Research Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State.
2. There is no significant relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State.
3. There is no significant relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State.

2. Method

Correlation research design was adopted for this study. The study was conducted in Enugu State. Enugu state shares borders with Abia State and Imo State to the South, Anambra State to the West, Benue State to the Northeast, Kogi State to the Northwest and Ebonyi State to the East. The population of the study comprised 7,667 teachers in public secondary schools in Enugu

State. The sample size for this study comprised 767 teachers drawn using stratified random sampling technique.

Two set of questionnaires were developed by the researcher and titled “Staff Personnel Administrative Practices of Principals Questionnaire (SPAPQ) and Teachers’ Job Performance Questionnaire (TJPQ) were used for data collection. SPAPQ and TJPQ were developed based on insight gained from reviewed literature and information gathered from consultation with experts. SPAPQ has three sections A, B and C with 13, 9 and 7 items on motivational practices, supervision practices and professional development practices. SPAPQ has 29 items and TJPQ contains 23 items. The two sets of questionnaire were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree. The instruments were subjected to validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The experts suggested that two items were deleted, five items were restructured and seven items were added to SPAPQ, while nine items were added to TJPQ. The suggestions were applied in producing the final instruments. The reliability of the instrument was established using Cronbach alpha through single administration of the research instruments. The collected data were analyzed using Cronbach alpha which yielded reliability coefficient values of 0.84, 0.82 and 0.86 for sections A to C of SPAPQ. The SPAPQ has an overall coefficient value of 0.84 and 0.82 for TJPQ which indicates that the instruments are reliable. This is in line with Jones and Rattray (2010) who pointed out that a co-efficient value of 0.80 implies that the items in the questionnaire were reliable for a research work.

Direct method of data administration was utilized by the researcher together with five research assistants who are secondary school teachers in Enugu State. A total of 767 copies of questionnaires were distributed and 754 copies of questionnaires were properly filled and successfully retrieved, indicating 98 percent return rate. At the end of the exercise, dully completed and retrieved copies of the instruments were used for data analysis. Data collected were analyzed using Pearson’s Product Moment Correlation Coefficient to answer the research questions and t-test for correlation to test hypotheses. For decision on the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for high, above 0.30-below 0.80 for moderate and 0.30 and below for low. The t-test statistical tool was used to test the hypotheses. For decision on the hypotheses, if p-value is equal to or greater than significant value of 0.05 ($P \geq 0.05$), the null hypothesis was rejected and the difference was taken to be statistically significant, but if otherwise ($P < 0.05$), the null hypotheses was not rejected and the difference was taken to be statistically not significant.

3. Result

Research Question 1: what is the relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State?

Table 1: Pearson r on Motivational Practice and Teachers' Job Performance

Variables	N	Motivational Practice	Teachers Job Performance	Remarks
Motivational Practice	754	1.00	.876	High Positive
Teachers Job Performance	754	.876	1.00	

Results on Table 1 showed a Pearson's correlation coefficient (r) of .876. This shows that there was high positive relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State. This indicates that an increase in motivational practices will lead to a high positive increase in teachers' job performance.

Research Question 2: what is the relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State?

Table 2: Pearson r on Supervision Practice and Teachers' Job Performance

Variables	N	Supervision Practice	Teachers Job Performance	Remarks
Supervision Practice	754	1.00	.453	Moderate Positive
Teachers Job Performance	754	.453	1.00	

As shown on Table 2, the Pearson's correlation coefficient (r) is .453. This shows that there was moderate positive relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State. This indicates that an

increase in supervision practices will lead to a moderate positive increase in teachers' job performance.

Research Question 3: what is the relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State?

Table 3: Pearson r on Professional Development Practice and Teachers' Job Performance

Variables	N	Professional Development Practice	Teachers Job Performance	Remarks
Professional Development Practice	754	1.00	.633	Moderate Positive
Teachers Job Performance	754	.633	1.00	

Results on Table 3 showed a Pearson's correlation coefficient (r) of .633. This shows that there was moderate positive relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State. This indicates that an increase in staff professional development will lead to a high positive increase in teachers' job performance.

Hypothesis One: There is no significant relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State.

Table 4: The Summary of t-test of correlation of no Significant Relationship between Motivational Practices and Teachers' Job Performance

	N	Motivational Practices	Teachers' Job Performance	p-value	∞.	Remark
Motivational Practices	754	1	.876	0.00	0.05	Rejected
Teachers' Job Performance	754	.876	1			

As shown by data presented on Table 4, the p-value of 0.00 is less than the stipulated 0.05 level of significance. Thus, the null hypothesis is rejected. Thus, there was significant relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State.

Hypothesis Two: There is no significant relationship between teachers' perception of supervision practices of principals and their job performance in secondary schools in Enugu State.

Table 5: The Summary of t-test of correlation of no Significant Relationship between Supervision Practices and Teachers' Job Performance

	N	Supervision Practices	Teachers' Job Performance	p-value	α .	Remark
Supervision Practices	754	1	.453	0.00	0.05	Rejected
Teachers' Job Performance	754	.453	1			

The data presented on Table 5 shows that the p-value of 0.00 is less than the stipulated 0.05 level of significance. Thus, the null hypothesis is rejected. Thus, the relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State was significant.

Hypothesis Three: There is no significant relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State.

Table 6: The Summary of t-test of correlation of no Significant Relationship between Professional Development Practices and Teachers' Job Performance

	N	Professional Development Practices	Teachers' Job Performance	p-value	α .	Remark
Professional Development Practices	754	1	.633	0.00	0.05	Rejected
Teachers' Job Performance	754	.633	1			

As shown by data presented on Table 6, the p-value of 0.00 is less than the stipulated 0.05 level of significance. Thus, the null hypothesis is rejected. Thus, there was significant relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State.

4. Discussion of the Findings

The finding of this study shows that there was high positive relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State. This is in agreement with the earlier report of Neha and Avni (2017) which indicated that there was a high positive relationship between motivation and employee job performance. The finding of this study equally supported that of Obiebi and Irikefe (2018) who reported that there was a strong positive relationship between workers' motivation and their job performance. The agreement between the findings may be attributed to the fact that well-motivated teachers make use of best abilities and energies in performing their job. The result of this study is probably due to the fact that motivation increases teachers' enthusiasm in discharging their teaching roles which consequently improve their job performance. Motivation drives teachers to work hard for effective job performance. Principals' motivational practices such as provision of merit award, bonuses, equipping of staff offices, commendation for promotion and appreciating employees (teachers) by thanking them could encourage teachers regularity and punctuality in school, preparation of their lessons, attending classes as schedule and effectively delivery of their classroom instructions.

Further result showed that there was significant relationship between teachers' perception of staff motivational practices of principals and their job performance in secondary schools in Enugu State. This is in line with the finding of Komolafe and Gbotosho (2019) who reported that a significant relationship exists between motivation and job performance of staff. This also supported the finding of Mohammad, Indra and AbuBaker (2013) who reported that there was significant relationship between motivation and job performance of employees. This refuted the result of Ajayi, Ahmed, Olakunle and Ojelade (2018) who reported that motivation has no significant relationship with job performance. The study of Ajayi's 2018 was conducted outside the school settings which may account for the disagreement between the two findings. Notwithstanding, motivation significant relates to teachers' job performance due to the fact that improve the morale and willingness of teachers to put extra efforts in discharging their duties.

The results of this study indicated that there was moderate positive relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State. This refuted the finding of Abonyi (2020) who reported that there is a very high positive relationship between principals' supervisory technique and teachers' job performance. The variation in teachers' characteristics of different geographical locations of

the two studies may account for the difference in the findings. The professional assistance and guidance rendered to teachers through supervisory practices of contribute effective and efficient teaching which results in improvement on teachers' job performance. The principal in carrying out his/her duties, assists the teacher to perform their job effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, scheme of work coverage, good use of teaching aids and instructional strategies to present lessons to students. The principals supervise teachers' activities through class visitation, workshops and demonstration to provide meaningful feedback and direction to them for better job performance.

The results of this study revealed that relationship between teachers' perception of staff supervision practices of principals and their job performance in secondary schools in Enugu State was significant. This is in agreement with the finding of Elujekwute, Shir and Elujekwute (2019) which reported that the principals' supervisory techniques has significant relationship with teachers' job performance in public secondary schools. This contradicted the finding of Yego, Amimo and Mendoza-Role (2020) who reported that there was no significant relationship between instructional supervision and job performance of teachers. The difference in geographical locations may be the possibly explanation for the disagreement between the two studies. The significant relation revealed in this study is probably due that the fact that instructional supervision provides a platform for interaction between the principal (supervisor) and the teachers (supervisee) on ways to assist teachers possess and display in-depth knowledge of his or her subject matter and deliver instruction in a well-organized manner.

It was found out that there was moderate positive relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State. The finding supports an earlier report of Dabale, Jagero and Nyauchi (2014) which indicated that there was a strong positive relationship between training and employee performance. Sandamali, Padmasiri, Mahalekamge and Mendis (2018) reported that professional development is moderate positively related to employee job performance. This finding is probably due to the fact that staff professional development help teachers to acquire requisite skills and right attitude required for the efficient discharge of their duties in school. The staff professional development practices of principals help teachers to acquire the skills and knowledge necessary for efficient and effective performance of jobs and responsibilities. The improvement on pedagogical skills of teachers, their subject mastery, lesson note preparation teaching methodology and classroom management may be attributed to the staff professional development practices of principals.

The result of this study also indicated that there was significant relationship between teachers' perception of staff professional development practices of principals and their job performance in secondary schools in Enugu State. This supported the finding of Katamba and Ibrahim (2013) who indicated that there was significant relationship between staff profession

development programme and job performance. The significant relationship between staff professional development practices of principals and teachers job performance may be due to fact that profession development practices help teachers to keep abreast of new knowledge to meet the demand of change and innovation in the school system. Subsequently, the teachers are well-prepared for the task of imparting knowledge to learners which can positively improve their job performance.

5. Conclusion

Based on the findings, it was concluded that there was relationship between staff personnel administrative practices of principals and teachers' job performance in secondary schools in Enugu State. Staff personnel administrative practices of principals develop motivated, dedicated and competent teachers who are willing to put extra efforts to discharge their duties. It creates healthy and conducive school environment that encourage teachers to perform their duties. The teachers can exhibit the right attitude to work, being punctual and committed to instructional delivery through the staff personnel administrative practices of principals. The job performance of teachers usually stem from their motivation, supervision and regular training received by them.

6. Recommendations

Based on the findings, it was recommended among others that

1. School principals should develop specific formal policy guidelines to promote staff motivational practices of principals which can subsequently improve teachers' job performance.
2. School principals should pay regularly visit to teachers in classroom during instructional process for observing their teaching and rendering useful professional assistance to help improve on their performance.
3. Secondary Education Management Board should provide opportunity for teachers to attend training programmes at least once every academic session for them to up-date the knowledge of subject mastery and teaching skills to bring about improvement on their job performance.

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