

Nexus Between Teachers Job Performance and Public Secondary Schools Effectiveness in North-Central, Nigeria

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Abstract

This study investigated the nexus between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria. The study adopted the descriptive research design of correlational type. The population for this study comprised 1, 836 principals and 29,210 teachers in all public secondary schools in North-central, Nigeria. Multi-stage sampling technique was used to select 859 respondents, out of which 99 were principals and 760 were teachers. A validated research instrument tagged "Teachers" Job Performance and School Effectiveness Questionnaire (TJPSEQ) adapted from the works of Nelms (2005) and Sulyman (2021) were used for data collection in this study. Reliability coefficients of 0.68 and 0.75 were realised for the teachers' job performance and school effectiveness questionnaire respectively, using Cronbach Alpha. Descriptive statistics of Mean, Standard Deviation, Minimum, Maximum, and Range were used to answer the research question, while Pearson Product-Moment Correlation statistics was used to test the research hypotheses formulated at 0.05 level of significance. The findings revealed that the level of teachers' job performance (55.22) and public secondary schools' effectiveness (46.74) in North-central Nigeria were moderate respectively, more so, there was a significant relationship between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria ($r = .911$; $df = 826$; $P < 0.05$). The study concluded that there was a nexus between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria. The study recommended among others, that the government should not relent in its efforts in providing enabling environments that would enhance job performance and school effectiveness.

Keywords: Nexus; Teachers' Job Performance; Public Secondary Schools, and Effectiveness

Introduction

Teachers are important stakeholders in the educational system and as such, their job performance has to be very effective. This is very necessary because, if teachers' job performance is not effective, the realisation of the school's effectiveness could be hindered. Ismail, Suleiman, Abdullahi, Omeiza, Ndakwesu & Halilu (2020) opined that job performance is regarded as the extent to which an individual employee or a group of employees contribute to achieving the goals of the organisation which could be measured based on the goals set for those individuals or groups and the extent to which the goals of the organisation have been achieved. According to Sulyman (2021), teachers' job

performance in public secondary schools in many states in Nigeria, especially in the areas of classroom management, classroom organization, use of instructional materials, and other practices, has not been encouraging. This could make teachers worrisome and consequently lead to school ineffectiveness.

The low level of school effectiveness which is evident in some public secondary schools in Nigeria could be as a result of ineffective teachers' job performance. This confirms how important teachers' job performance is to the realisation of school effectiveness. In with Olaniyan (2017) affirms that the essence of teachers' job performance cannot be underscored, because it involves all efforts put in place by teachers towards the effective execution of their official assignments in school or outside the school and to actualise the stated goals. Furthermore, Sadam (2016) posited that the ultimate goal of any educational institution is to see that its students have excellent academic performance in their examinations. However, one of the ways of ensuring this in public secondary schools in Nigeria is by making teachers' job performance such as: classroom management, instruction delivery, and use of instructional materials more striking, as poor job performance of teachers could consistently dampen their readiness to make the schools effective.

In contrast, Obadare (2018) lamented that one of the factors responsible for the ineffectiveness of public secondary schools in Nigeria is the apathetic nature of teachers' job performance, as teachers' job performance plays a significant role in enhancing school effectiveness. To support this, Nathaniel (2015) asserted that poor job performance is prevalent among some teachers in public secondary schools in Nigeria, as instructional materials utilization is not prioritized, while imparting knowledge to students, classrooms are haphazardly managed and lesson presentation is not rich enough to adequately convey the knowledge needed by students.

Kolawole (2015) maintained that there is no gainsaying that the effectiveness of school is anchored on many factors but the role played by teachers' job performance cannot be over-emphasized. This is because the inputs of teachers determine the success of the inputs from all other stakeholders in education. Alalade (2018) opined that the problem of ineffectiveness, in terms of poor students' academic performance which has been very prevalent in some public secondary schools in Nigeria could be addressed through effective teachers' job performance. James (2016) submitted that teachers' job performance which covers instructional delivery, lesson preparation, classroom management, utilization of instructional resources, students' assessment, and others plays an important role in determining school effectiveness. For example, teachers who do not use suitable instructional resources to support their teaching to facilitate effective learning would have a negative impact on students' learning outcomes.

School effectiveness however means the extent to which the school has been able to achieve the stated goals. This is why Adedeji (2018) maintained that the effectiveness of school could be measured through discipline, neatness of the environment, the mutual

relationship among school members or between school members and members of the host community, and judicious utilization of the available resources which should facilitate or determine the effectiveness of school. However, students' academic performance takes precedence over others, because it is through it that concrete measures can be derived. Effectiveness of the public secondary schools needs to be given adequate attention (Dada, 2017). For this to be well achieved, among others, teachers need to perform their jobs in a way that would facilitate the actualization of school effectiveness. To support this position, teachers as the custodians and facilitators of learning need to be well-groomed in-service delivery to enhance their effectiveness. Hence, it is against this backdrop that this study examined the nexus between teachers' job performance, and public secondary schools' effectiveness in North-central Nigeria.

Problem Statement

The effectiveness of public secondary schools in North-central Nigeria in the areas of learning, discipline, school-community relations and supervision has not been encouraging. Learning, which is an important reason students enroll in schools, is not properly taking place, based on the fact that some students cannot correctly compose simple sentences or answer questions properly, a scenario which might be causing failure in examinations. The rate of indiscipline in these schools is high as some students engage in bad habits while learning is ongoing, decide not to go to school, leave classrooms or schools without permission, and the likes. Some teachers do not take adequate supervision of students a priority and this gives them the opportunity to be involved in activities that could hinder effective learning. Also, the synergy among parents, members of the school community, teachers, and school management is not encouraging. This scenario has been a concern for stakeholders in education, most especially parents and members of the public. According to Ololube (2016), this could be due to ineffectiveness of teachers' job performance in the areas of poor classroom management, inadequate instructional delivery, poor student assessment, and ineffective use of instructional materials.

Many researchers have conducted studies related to this present study, for instance, Ajayi and Ekundayo (2011) examined factors determining the effectiveness of secondary schools in Nigeria. that leadership, facilities, and discipline determined the effectiveness of secondary schools in Nigeria. Sulyman *et al.* (2019) examined teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic Schools, Kwara State. The findings revealed that there was a significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State.

More so, Peter, Okpa and Okoi (2020) investigated the influence of educational support services on teachers' job performance in secondary schools in Akwa Ibom State, Nigeria. The outcome of the study showed that educational support services had a significant influence on teachers' job performance in secondary schools in Akwa-Ibom State,

Nigeria. However, to the best of the researcher's knowledge, none of the previous studies focused on the nexus between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria, and this is the gap that this study filled.

Objectives of the Study

The study:

1. examined the level of teachers' job performance in public secondary schools in North-central Nigeria;
2. determined the level of public secondary schools' effectiveness in North-central Nigeria;
3. ascertained the relationship between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria;

Research Questions

The following research questions were raised to guide the conduct of the study:

1. What is the level of teachers' job performance in public secondary schools in North-central Nigeria?
2. What is the level of public secondary schools' effectiveness in North-central Nigeria?

Research Hypothesis

The sole hypothesis was formulated to guide the conduct of the study:

H₀₁: There is no significant relationship between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria.

Review of Related Literature

Teachers' job performance is very important in the realisation of the school's goals. Nayyar (2015) defined teachers' job performance as the extent to which a teacher performs a particular role responsibility based on the specified standards. Additionally, Dibia (2015) elucidated that teachers' job performance is measured mainly in terms of their students' ability to pass or fail examinations (internal and external). Students' academic performance is fundamental for measuring the appreciable performance of teachers in terms of the way knowledge, skills, ideas, values, and the likes are imported into the learners at any level. Furthermore, Owan (2018) explained that teachers' job performance means the extent to which teachers carry out their pedagogical and instructional duties in order to enable students to acquire knowledge and for the actualisation of school objectives. In line with these researchers, Arop, Owan and Ibor

(2019) believed that the extent to which an educational institution realises intended objectives depends on the level of job performance displayed by the teachers.

In any given school, teachers' job performance is significant because it determines the goal achievement of the school. This was buttressed by Igukor (2018) who affirmed that teachers' job performance is a fundamental measurement of service delivery for the actualization of set goal. Also, it is attributed to the extent to which a teacher utilises desirable skills, responds to his discharge of the official duties, and the level of students' actualisation in the examination. Ismail *et al.* (2020) viewed that teachers' job performance is required to be taken with utmost seriousness because it facilitates the extent to which an individual teacher contributes to achieving effectiveness in school which could be measured based on the goals set for those teachers and the extent to which the goals of the secondary schools are achieved.

Effectiveness is a significant factor in any school system because it is used to measure the extent to which the stated goals have been achieved. A School is an educational institution designed to provide optimum learning spaces for the intellectual, emotional, and social development of students under the direction of teachers. Ayandoja, Aina and Idowu (2017) opined that an effective school is regarded as one that is overwhelmed with the improvement of students in all facets of life and also serves as a way of improving the society. Gabriel (2019) explained that school effectiveness is a dynamic, complex, and goal-oriented concept that focuses on the contemporary stand-point of schools. Schools require an optimum usage of available sources, features such as school type, availability of students, personnel sources, socio-economic status of students, physical opportunities and equipment of schools, and socio-cultural environment for its effectiveness. Resourceful teachers and responsible school managers have a profound influence on school effectiveness.

Several studies have been conducted on teachers' job performance and the effectiveness of schools. For instance, George (2018) conducted a study on the relationship between teachers' job performance and school effectiveness in secondary schools in Rivers and revealed that there was a significant relationship between teachers' job performance, teachers' compensation, and school effectiveness in secondary schools in Rivers State. Additionally, Ajayi *et al.* (2011) examined factors determining the effectiveness of secondary schools in Nigeria and found that secondary schools were effective in terms of affective and psychomotor domains but not effective in the cognitive domain, therefore there is a need for improvement in the cognitive domain. The study further showed that poor learning environments, poor monitoring of students' progress, poor school facilities, and poor teachers' compensation affect secondary school effectiveness.

Also, Yook, Woo and Kim (2020) carried out a study to assess public secondary schools' effectiveness in South Korean. The researcher utilised performance indicators such as student academic accomplishment, teacher qualifications, infrastructure quality, and administrative efficiency, and found that the overall

effectiveness level of public secondary schools was moderate. Additionally, Ansong et al. (2017) evaluated educational outcomes: Experience from public secondary schools in schools in Accra-Ghana. Data were analysed using multilevel modelling with covariates at the school levels. It was revealed that the majority of these schools in Accra-Ghana were found to be largely ineffective as many scored below average on key effectiveness indicators such as student exam pass rates, teacher-student ratios, and school facilities. The study further showed that systemic issues such as inadequate funding, poor infrastructure, and lack of teacher motivation significantly hindered the schools' effectiveness.

Wamimbi and Bisaso (2021) examined the effect of performance appraisal practices on teachers' job performance. A cross-sectional survey design with a mixed-method approach was adopted using a target population composed of 211 respondents spread across four private universal secondary schools; and a sample size of 189 respondents with 185 teachers and four head teachers selected using a simple random sampling approach coupled with a fish-bowl technique, while census inquiry was adopted to select head teachers. A self-designed closed-ended questionnaire was administered to collect data from the respondents. Data was analyzed using frequencies, percentages, and simple regression. Findings indicated that performance appraisal practices in terms of comprehensiveness, clarity, and timeliness significantly enhanced teachers' job performance in private schools.

Onyango and Welbery (2019) carried out a case study investigation involving in-depth interviews and observations of 50 teachers in public secondary schools in Tanzania in order to ascertain their overall performance. The study revealed that while teachers were dedicated to professional duties in schools in Tanzania; their overall performance was found to be moderate due to challenges such as insufficient training, limited access to teaching resources, and support from school administrations. Also, in the study conducted by Joseph, Matual and Okoth (2021), it was found that teachers in public secondary schools in Homa-Bay County, Kenya scored an average of 42% in job performance evaluations. This low score was attributed to factors such as inadequate professional development opportunities and limited access to teaching resources.

Akpelu, Meenyinikor and Ebete (2014) investigated the job enhancement strategies for teachers' job performance in public senior secondary schools in Rivers State. The study adopted a descriptive survey design with 247 principals of public senior secondary schools in the State as the population. The sample comprised 123 principals representing 50% of the population. The statistical tools for data analysis were weighted mean and standard deviation statistics for research questions and, z-test for testing the null hypotheses of the study at 0.05 level of significance. The findings revealed that teachers who are trained on the job are improved on the job. Teachers who attend seminars perform well and develop new skills. It was recommended that Rivers State government should ensure that conferences, seminars, and workshops are regularly organized for teachers of secondary schools in Rivers State.

Methodology

The study focused on the nexus between teachers' job performance and public secondary schools' effectiveness in North-central, Nigeria. Descriptive design of correlational type was used to conduct the study. The population of this study comprised all the principals and teachers in public secondary schools in the North-central Nigeria. There were 1,836 and 29,210 principals and teachers respectively in public secondary schools in the North-central Nigeria which comprised Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States, and Federal Capital Territory (FCT).

The sample size for the study was 859 respondents which comprised 99 and 760 principals and teachers respectively. Multi-stage sampling technique was used in the study, with the use of random sampling technique at the first stage to select three states out of the six states and FCT in the North-central Nigeria (Kogi, Kwara, and Niger States). Stratified random sampling technique was used at the second stage to select 37 public secondary schools in Kwara State, 29 public secondary schools in Kogi State, and 33 public secondary schools in Niger State, to make a total of 99 public secondary schools. Proportionate sampling technique was used at the last stage to select 234, 278, and 248 public secondary school teachers in Kogi, Kwara, and Niger States respectively, making a total of 760 teachers. Therefore, a total of 859 respondents were used for the study, which comprised 99 principals and 760 teachers. In determining the sample size of this study, the tabulation sample size by Research Advisors (2006) at 95% confidence and 5.0% margin of error was employed to select 859 participants out of 2346 respondents.

Research instruments tagged "Teachers" Job Performance and School Effectiveness Questionnaire (TJPSEQ) adapted from the works of Nelms (2005) and Sulyman (2021) were used for data collection in this study. The benchmark used for adjudging the level of teachers' job performance and school effectiveness were patterned on a 4 points Likert Scale format range values of 4 = High (H), 3 = Moderate (M), 2 = Average (A), and 1= Low (L) respectively. Respondents were asked to make their choice by putting a tick (√) on the column that best describes their view.

To establish the reliability of the TJPSEQ, it was subjected to a pilot test by administering 30 copies to 10 principals and 20 teachers outside the sample of the study (Zamfara State). Thereafter, the data gathered were analysed using Person Product Moment Correlation Statistics (PPMCS), and the reliability coefficient index of 0.68 and 0.75 were obtained respectively.

Data gathered for the study were collated and analysed using Statistical Packages for Social Sciences (SPSS) version 20.0, in which descriptive statistics of Mean (\bar{x}) score, Standard Deviation, Minimum, Maximum, and Range were used to answer the research questions raised, while Pearson Product-Moment Correlation statistics was used to test the sole hypothesis formulated at 0.05 level of significance.

Results

Table 1: Result of Descriptive Statistics of Level of Teachers' Job Performance

Variable	N	Mean	Std Deviation	Minimum Value	Maximum Value	Range
Level of Teachers' Job Performance	828	55.22	16.71	20	80	60

Source: Field Study, 2024

Table 1 shows the results of descriptive statistics of the level of teachers' job performance in public secondary schools in North-central, Nigeria. Minimum, maximum, and range values were used to categorise teachers' responses as 20-35 (Low), 36-50 (Average), 51-65 (Moderate), and 66-80 (High). A mean score of 55.22 falls within the range of Moderate (51-65). This shows that the job performance of teachers in public secondary schools in North-central, Nigeria is sometimes effective.

Table 2: Result of Descriptive Statistics of Level of School Effectiveness

Variable	N	Mean	Std Deviation	Minimum Value	Maximum Value	Range
Level of School Effectiveness	828	46.79	16.74	20	80	60

Source: Field Study, 2024

Table 2 reveals the results of descriptive statistics of level of school effectiveness in public secondary schools in North-central, Nigeria. Minimum, maximum, and range values were used to categorise teachers' responses as 20-35 (Low), 36-50 (Average), 51-65 (Moderate), and 66-80 (High) respectively. A mean score of 46.74 falls within the range of Moderately effective (43-60). The implication shows that school effectiveness in public secondary schools in North-central, Nigeria is in need of improvement.

Table 3: Summary of Correlation between Teachers Job performance and School Effectiveness

Variable	N	\bar{X}	SD	Cal. value	r- value	Df	p-value	Decision
Teachers' Job Performance	828	13.46	4.90		.911	827	.000	Ho Rejected
School Effectiveness	828	46.79	16.74					

Source: Field Study, 2024

As shown in Table 7, the calculated r-value is .911 with the p-value of 0.000 which is less than the set p-value of 0.05 at 826 degrees of freedom. Hence, the null hypothesis which stated that there is no significant relationship between teachers' job performance and school effectiveness in public secondary schools in North-Central, Nigeria is rejected.

Discussion

The findings revealed that the level of teachers' job performance in North-central Nigeria was moderate. The implication shows that the job performance of teachers in public secondary schools in North-central, Nigeria is sometimes effective. The finding is concomitant with the finding of Onyango and Welbery (2019) who carried out a case study investigation involving in-depth interviews and observations of 50 teachers in public secondary schools in Tanzania in order to ascertain their overall performance and revealed that while teachers were dedicated professional duties in schools; their overall performance was found to be moderate due to challenges such as insufficient training, limited access to teaching resources, and support from school administrations. The finding negates the finding of Joseph *et al.* (2021) who found that teachers in public secondary schools in Homa-Bay County, Kenya scored an average of 42% in job performance evaluations. This low score was attributed to factors such as inadequate professional development opportunities and limited access to teaching resources.

The findings revealed that the level of public secondary schools' effectiveness in North-central Nigeria was moderate. The implication shows that school effectiveness in public secondary schools in North-central, Nigeria is in need of improvement. The finding is consistent with the finding of Yook *et al.* (2020) who carried out a study to assess public secondary schools' effectiveness in South Korea and utilised performance indicators such as student academic accomplishment, teacher qualifications, infrastructure quality, and administrative efficiency, and discovered that the overall effectiveness level public secondary schools were moderate, with a score of 62 out of 100, and Key areas improvement identified were teachers' training and resource availability. The finding contradicts the finding of Ansong and Takysa (2017) evaluated educational outcomes: Experience from public secondary schools in schools in Accra-Ghana and revealed that the majority of these schools in Accra-Ghana were found to be largely ineffective as many scored below average on key effectiveness indicators such as student exam pass rates, teacher-student ratios, and school facilities.; as well further showed that systemic issues such as inadequate funding, poor infrastructure, and lack of teacher motivation significantly hindered the schools' effectiveness.

The result of the research hypothesis showed that there was a significant relationship between teachers' job performance and public secondary schools' effectiveness in North-central Nigeria. The finding agrees with the finding of the study conducted by George (2018) who revealed that there was a significant relationship among teachers' job performance, teachers' compensation, and school effectiveness in secondary schools in Rivers State. Furthermore, this finding is also in line with the finding of Ajayi *et al.* (2011) whose study revealed that secondary schools were effective in the affective and psychomotor domains but not effective in the cognitive domain, therefore there is need for improvement in the cognitive domain. The study further revealed that poor learning environments, poor monitoring of students' progress, poor school facilities, and poor teachers' compensation affect secondary school effectiveness.

Conclusion

The study concluded that teachers in public secondary schools in North-central, Nigeria, were sometimes effective in their teaching performance; school effectiveness in public secondary schools in North-central, Nigeria is in need of improvement; hence, teachers' job performance had a positive nexus and significantly contributed to public secondary schools' effectiveness in North-central, Nigeria.

Recommendations

The following recommendations were proffered:

1. Governments should provide an enabling environment that would enhance teachers' job performance in public secondary schools in North-Central, Nigeria.
2. Governments should always ensure adequate discipline which would enable the teachers to be highly committed in the discharge of their duties to facilitate public secondary schools' effectiveness in North-Central, Nigeria.
3. State governments should intensify their efforts by paying more attention to teachers' job performance by providing training opportunities to enhance public secondary schools' effectiveness in North-Central, Nigeria.

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