

HUMAN RESOURCE MANAGEMENT AND TEACHERS' JOB PERFORMANCE IN BENUE STATE NORTH-WEST SENATORIAL DISTRICT

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Abstract

This study investigated Human Resource Management and Teachers' Job Performance in Benue State North-West Senatorial District. The purpose of the study was to examine the impact of recruitment, promotion, and training on teachers' job performance. The study was guided by three research questions and three null hypotheses were formulated and tested at 0.05 alpha level of significance. The study adopted a descriptive survey design. A sample size of 389 comprising of teachers, vice-principals and principals was drawn from the entire population of 4,743 respondents across the 87 public secondary schools in Benue State North-West Senatorial District for 2020/2021 academic session using multi-stage sampling technique. Data were collected using Human Resource Management and Teachers' Job Performance Questionnaire (HRMTJPQ). The instrument yielded a reliability co-efficient of 0.88 using Cronbach alpha. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of chi-square (χ^2) test of goodness of fit was adopted to test the null hypotheses. The result of the findings revealed that recruitment, promotion and training, have significant impact on teachers' job performance in North-West Senatorial District. Based on the findings, it was concluded that viability of every public secondary school is based on the effective functioning of the human resource management team in decision making with respect to recruitment, promotion and training, of public school teachers. It was therefore recommended among others that federal and state government should ensure that teachers in public secondary schools are constantly promoted as at when due in order to keep them motivated to give their best in active service for the development of the public schools.

Introduction

Education at all levels is crucial to global and national development. It is key to bringing about the desired changes and improvement to an individual and the society in general. Chike-Okoli (2013) affirms that education has been identified as a tool for achieving national and global development and that the teacher is at the center of focus in all plans for the improvement of instruction and implementation of educational programmes. According to Yawe and Ivagher (2019), education is a key instrument for bringing about changes in

knowledge, values, behaviours and life styles required to achieve sustainability and stability within and among countries. The importance of education in the society explains the reason why Federal Republic of Nigeria (FRN, 2014) regarded education as an "instrument per excellence for effecting national development".

For educational organizations to achieve their goals and objectives, proper management of resources is mandatory. Management is very crucial and significant in every organization like the school. This is because human and material resources and other resources demand proper handling and co-ordination so as to achieve set objectives. It involves the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives. Okwori and Ede (2012) affirm that management is a task of planning, coordinating, motivating and controlling the efforts of others towards predetermined objectives. It is the art of creating an environment in which people can perform as individuals and yet cooperate towards the attainment of common goals. They further maintain that management is the art of removing blocks to achievement of goals of a group by optimizing efficiency and effectiveness in reaching such goals. This justifies the need for educational management programmes and strategies for a worthwhile development of teachers and the education institution.

Educational management is the hub behind the success and development of every institution of learning. This is because the quality of any school is dependent on quality educational management. Okorji and Unachukwu (2016) assert that educational management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources for effective teaching and learning process. This means educational management is sine-qua-non to all round growth and development of a school and its resources. Okwori and Ede (2012) Educational management is concerned essentially with the following activities; planning, organizing, staffing, directing, controlling, coordinating and budgeting. They further opine that educational management is the art of being able to handle carefully, without being wasteful, what goes on in the process of educating people so that nothing goes out of hand. This is in an attempt to use carefully (economise) available scarce resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research as well as graduating learners at all levels of education in an efficient and effective manner, this can be achieved through proper human resource management.

Human Resource Management is the process of recruiting, selecting and retaining the best people and putting them in jobs where their talents and skills are utilized towards the achievement of goals and objectives of the organization (Akpakwu, 2012). Effective human resource management is essential to the success of every educational system. Flippio (2015) sees human resource management as the planning, organizing, directing, controlling of procurement development, compensation, integration, maintenance and separating of human resources to the end that individuals, organizational and social objectives are achieved.

Every educational system depends heavily on human resource management. This is because human resource management is the powerhouse of every educational management. This means that there is a relationship between educational development and human resource management of a school. Chike-Okorie (2013) affirms that the human resource management (HRM) is the most valued assets of an organization/school. This is because the efficient management of a school depends largely on the level of competence of the

educational administrators and teachers of the school (Chike-Okorie, 2016). Agreeing with this, Okwori and Ede (2012) reiterate that human resource management (HRM) is a strategic and coherent approach to the management of an organization's most valued assets. Teachers are the critical resources for effective implementation and realization of educational policies and objectives at the practical level of the classroom, (Yawe&Ivagher, 2019). It is worthy to note that, the overall purpose of human resource management in a school is to ensure that the school is able to achieve success through people. This relationship is stipulated at bringing together and harmonizing the workforce for their wellbeing, thus, enables them to contribute to the success of the organization in terms of job performance. The success or failure of a school is some what attributed to teachers' job performance. Effective and efficient teachers contribute greatly to the development of students and the school; whereas ineffective and inefficient teachers impact negatively (Yawe&Ivagher, 2019).

In every school, teachers are the most valued assets. It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals and objectives. Maintaining and improving educational standards is only possible through teachers (Okwori& Ede, 2012). This is because the quality of education of every school in Benue State, Nigeria is dependent on the quality of its teachers, number of teachers employed, students-teacher ratio, and facilities available (Olayiwola, 2018). Jain and Verma (2014) affirm that teachers are the most important group of professionals for the future of a nation; they are the engines of the national development. Supporting this notion, Okwori and Ede (2012) assert that a teacher is the most indispensable entity in the school. He is the greatest aid to learning. The poor management of teachers reduces the extent to which the curriculum can be delivered effectively. However, it is astonishing to note that many teachers are dissatisfied with their jobs and this may affect the way they perform, hence jeopardizing the goals of the school. Within the school context, teachers' job performance determines the success or failure of the students or school at large.

The development of every educational system is dependent on effective teachers' job performance. Teachers job performance refers to the statutory curricular function that is performed by the teacher to enable learners achieve set educational goals in a school (Arop, Owan&Madukwe, 2019). It is a measure of how effectively teaching staff of a school carries out their duties or responsibilities in order to accomplish specific and desirable results. Teachers' job performance also takes into consideration the quality and quantity of the result of human output. To ensure job effectiveness in conformity with the expected standard, educational managers may put into consideration the required factors. A manager whether in private or public sector, who underrates the critical role and underplays the importance of people in goal achievement can neither be effective nor efficient (Okwori& Ede, 2012). The poor performance of teachers in their job is because of so many factors such as teachers' promotion, training, recruitment, motivation, job security, reward, performance appraisal, delegation of responsibility, orientation, and transfer among many other factors. This study focuses on investigating the impact of teachers' recruitment, promotion, training, performance appraisal and motivation on teachers' job performance.

Considering the need to improve teachers' job performance in Benue State, the Human Resource Management (HRM) stakeholders may be required to review some human resource management factors that boost job satisfaction. Job satisfaction is very crucial to the long term growth of any educational system (Sheldon, 2013). Jain and Verma (2014)

assert that job satisfaction is the psychological fulfillment/achievement one gets from doing a job. To increase productivity and classroom performance among teachers in a school, there is a need for taking people who are skilled on the job through proper recruitment.

Teachers' recruitment is fundamental to the success and development of any educational programme. Recruitment as a function is associated with the attraction of quality and quantity of staff needed by any organization. In the school system, the goal of recruitment is to ensure that each position in the school system is staffed by the right person available (Okwori & Ede, 2012). Aja-Okorie (2016) opines that recruitment is the intention of attracting and securing personnel of the desired quality and quantity to satisfy the needs of the school. For effective job performance, the school is expected to recruit teachers that are best qualified to fill the job requirement. Bua and Ada (2018) Recruitment can be conducted internally or externally. Adzongo (2014) warns that recruitment criteria should not be such that could lead to discontinuity of the school system for any reason.

According to Yawe and Ivagher (2019), a good recruitment programme is one that is properly planned and well operated. However, a poor recruitment programme could lead to the selection of poor and inefficient applicants and this can equally leads to poor job performance. This means that teachers' recruitment is a crucial human resources management (HRM) factor that requires attention if effective teacher job performance is the goal of the school. Jor (2020) affirms that for the success and development of any school, teachers' recruitments should be done carefully based on their abilities aptitudes and characters. Teachers' recruitment is therefore vital to the growth and development of every school. Serinah, Rahmat and Asep (2017) opine that proper recruitment is a variable that have direct influence on employee performance. This validates Maslow's (1943) perception that motivation increases as needs are met which leads to maximization of output.

Promotions are advancements to positions of increased responsibilities and rewards. Promotion is an elevation from a lower position to a higher one that has greater responsibilities and requires more advanced skills; it involves higher status and increase in salary and allowances (Bua & Adah, 2018). Similarly, Akpakwu (2012) conceptualizes promotion as advance in status or position in their staff working organization. Akpakwu adds that promotion implies a change in duties, responsibility and compensation. Jor (2020) reiterates that staff promotion is one of the major expectations of workers over a period of time. Promotion is a major issue in human resource management. However, its effect on employee's performance is important. Some staff may feel cheated once they are not promoted for certain period of time. Some staff may feel cheated once they are not promoted for certain period of time. This management style may affect the employees motivation will and performance, (Jor, 2020; Yawe and Ivagher, 2019). Abdul, Sarepan and Ramlam (2018) affirm that promotion is one key factor to teachers' job performance. However, it is essential to train teachers so that that they can improve on the job even they advanced in their career.

Training of teachers in any school could be a variable that enhances job performance, satisfaction and motivation. It is obvious that employees/teachers who are properly trained are likely to perform better than their counterparts. According to Akpakwu (2012), it is important that educational employers train their staff in order to improve their job knowledge, skills and performance. Okwori and Ede (2012) also opine that school authorities should place a very high premium on staff training and management development since this is the surest means of improving the quality of the personnel. Yawe and Ivagher (2019) see training as a professional activity engaged by school personnel to

enhance their knowledge, skills, and attitude. This could be done through well-organized in-service programmes like on-the-job training, distance learning and attending conferences, workshops and seminars to enhance one's knowledge and skills. In the opinion of Aja-okorie (2016), training starts the moment the employee is recruited and it continues throughout the time the employee is fully engaged by the school. Zahid (2013) reiterates that organizational performance of employees is rooted in proper training. Lack of proper training leads to evolving competitive landscape that are redundant with the old knowledge and skills had been obsolete (Osibanjo, Kehinde & Abiodun, 2012). This shows that training is crucial to teachers' job performance in education. However, performance appraisal should be employed as an instrument to checkmate teachers' performance on the job. In line with this that the study sought to investigate the impact of human resource management factors: promotion, recruitment and training on teachers' job performance in North-West, Benue State.

Purpose of the Study

The purpose of the study is to investigate the impact of human resource management on teachers' job performance in North-West, Benue State. Specifically, the objective of the study sought to:

1. find out the impact of recruitment on teachers' job performance in North-West Senatorial District of Benue State?
2. examine the impact of promotion on teachers' job performance?
3. determine the impact of training on teachers' job performance?

Research Questions

The following research questions were raised to guide the study:

1. What is the impact of recruitment on teachers' job performance in North-West Senatorial District of Benue State?
2. What is the impact of promotion on teachers' job performance?
3. What is the impact of training on teachers' job performance?

Hypotheses

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

1. There is no significant impact of recruitment on teachers' job performance in North-West Senatorial District of Benue State.
2. There is no significant impact of promotion on teachers' job performance.
3. There is no significant impact of training on teachers' job performance.

Research Method

The study employed a descriptive survey design. A sample size of 389 teachers, vice principals and principals were drawn from the population of 4,743 respondents across the 87 public secondary schools in Benue State North-West Senatorial District for 2020/2021 academic session using multi-stage sampling technique. Data were collected using Human Resource Management and Teachers' Job Performance Questionnaire (HRMTJPQ). The instrument yielded a rehabilitee co-efficient of 0.87 using Cronbach alpha. Mean and standard deviation were used to answer the research question, while inferential statistics of

chi-square (χ^2) test of goodness of fit was adopted to test the null hypotheses at 0.05 level of significance.

Result

The data collected were analysed and presented according to the research questions and the hypotheses.

Research Question One:

What is the impact of recruitment on teachers' job performance in public secondary schools in North-West Senatorial District of Benue State?

Table 1: Mean Rating and Standard Deviation of Responses on the Impact of Recruitment on Teachers' Job Performance in Secondary Schools in North-West Senatorial District of Benue State.

Item No	Item Description	N	SA	A	D	SD	χ	SD	Decision
1	I was shortlist on merit because of my qualification.	380	137	165	59	19	3.11	0.84	Agree
2	Effective recruitment is ensured in my school which increases chances of selecting appropriate candidate.	380	203	110	25	42	3.25	0.99	Agree
3	My school uses satisfactory method of interview to get teachers which is reflected in their job performance.	380	273	46	24	37	3.46	0.98	Agree
4	My school does recruitment frequently to reduce workload which improves teachers' effectiveness in class.	380	244	50	48	38	3.32	1.04	Agree
5	My school hardly employs new teachers and the available ones are overworked not minding teaching effectiveness.	380	184	116	49	31	3.32	0.95	Agree
6	Recruitment of unqualified teachers leads to poor job performance.	380	160	104	99	17	3.09	0.93	Agree
Cluster Mean							3.23		Agree

Source: Researcher's Fieldwork (2022)

Table 1 above indicates the mean rating of items 1-6 as 3.11, 3.25, 3.46, 3.32, 3.19 and 3.07 with the corresponding standard deviations of 0.84, 0.99, 0.98, 1.04, 0.95 and 0.93 respectively. All the items are rated above the criterion mean of 2.50. This means that the respondents agreed that they applied for teaching job and they were shortlisted on merit

and they teach very well. They respondents also agreed that effective recruitment is ensued in their school which increases chances of selecting appropriate candidate and their school uses satisfactory method of interview to get teachers which is reflected in their job performance. The respondents further agreed that their school does recruitment frequently to reduce workload which improves teachers' effectiveness in class; their school hardly employs new teachers and the available ones are overworked not minding teaching effectiveness and the respondents concluded that recruitment of unqualified teachers leads to poor job performance. This analysis shows the impact of recruitment on teachers' job performance. The cluster mean rating of 3.23 with the corresponding standard deviation of 0.96 was found to be above the criterion mean point of 2.50. The implication of these responses is that, recruitment has impact on teachers' job performance in public secondary schools North West senatorial district, Benue State.

Research Question Two

What is the impact of promotion on teachers' job performance in public secondary schools?

Table 2: Mean Rating and Standard Deviation of Responses on the Impact of Promotion on Teachers' Job Performance in Secondary Schools

Item No	Item Description	N	SA	A	D	SD	\bar{x}	SD	Decision
7	I cannot remember when last promotion was done in my school and it affects how I feel and act on the job.	380	196	116	29	39	3.23	0.98	Agree
8	Each time I am promoted, I teach whole-heartedly in my school, this improves my performance on the job.	380	174	85	103	18	3.09	0.96	Agree
9	I only register my presence in school and pretend to work because I am denied promotion for years.	380	202	108	47	23	3.29	0.90	Agree
10	My school promotes staff based on merits and hard work.	380	210	71	42	57	3.14	1.12	Agree
11	Promotion challenges me to work harder.	380	177	110	61	32	3.14	0.97	Agree
12	Teachers perform better each time promotion is carried out in my school.	380	133	178	51	18	3.12	0.81	Agree
Cluster Mean							3.17		Agree

Source: Researcher's Fieldwork (2022)

Table 2 above indicates the mean rating of items 7-12 as 3.23, 3.09, 3.29, 3.14, 3.14 and 3.12 with the corresponding standard deviations of 0.98, 0.96, 0.90, 1.12, 0.97 and 0.81 respectively. All the items are rated above the criterion mean of 2.50. This means that the

respondents opined that they cannot remember when last promotion was done in their school and it affects how they feel and act on the job. The respondents also agreed that each time they are promoted, they teach whole-heartedly in their school. This improves their performance on the job. The respondents further reiterated that they only register their presence in school and pretend to work because they are denied promotion for years. More so, the respondents agreed that school promotes staff based on merits and hard work. Promotion challenges them to work harder and they respondents concluded that teachers perform better each time promotion is carried out in their school. This analysis shows the impact of promotion on teachers' job performance. The cluster mean rating of 3.17 with the corresponding standard deviation of 0.96 was found to be above the criterion mean point of 2.50. The implication of these responses is that, promotion has impact on teachers' job performance in public secondary schools in North-West Senatorial District of Benue State.

Research Question Three

What is the impact of training on teachers' job performance in public secondary schools?

Table 3: Mean Rating and Standard Deviation of Responses on the Impact of Training on Teachers' Job Performance in Secondary Schools

Item No	Item Description	N	SA	A	D	SD	X	SD	Decision
13	I attend workshops regularly and that improves my teaching skills.	380	202	68	70	40	3.14	1.06	Agree
14	My school does not organize workshop to train teachers.	380	92	46	152	90	2.37	1.09	Not Agree
15	My school exposes teachers to learn new educational practices to improve their teaching skills.	380	196	102	47	35	3.21	0.98	Agree
16	Training of teachers in my school exposes me to innovative practices in education and improves my teaching skills as a teacher.	380	219	86	47	28	3.31	0.95	Agree
17	My school does not expose teachers to learn and practice new methods of teaching in class therefore it affects their job performance.	380	105	39	138	98	2.40	1.15	Not Agree

18	My school organizes workshop to improve teachers' competence on the job.	380	195	116	49	20	3.28	0.88	Agree
Cluster Mean							2.95		Agree

Source: Researcher's Fieldwork (2022)

Table 3 above indicates the mean rating of items 13-18 as 3.14, 2.37, 3.21, 2.40 and 3.28 with the corresponding standard deviations of 1.06, 1.09, 0.98, 0.95, 1.15 and 0.88 respectively. All the items are rated above the cut off point mean of 2.50 except item 14 and 17. This means that the respondents agreed that they attend workshops regularly and that improves their teaching skills. The respondents however disagreed that their school does not organise workshop to train teachers. The respondents rather agreed that their school exposes teachers to learn new educational practices to improve their teaching skills. They also agreed that training of teachers in their school exposes them to innovative practices in education and improves their teaching skills as a teacher. On the contrary, the respondents disagreed that their school does not expose teachers to learn and practice new methods of teaching in class. This therefore affects their job performance. The respondents concluded that their school organises workshop to improve teachers' competence on the job. This analysis shows the impact of training on teachers' job performance. The cluster mean rating of 2.95 with the corresponding standard deviation of 1.02 was found to be above the bench mark mean point of 2.50. The implication of these responses is that, training has impact on teachers' job performance in public secondary schools in North-West Senatorial District of Benue State.

Discussion of Findings

Based on the results of the analyses of the five research questions and the five hypotheses, the following findings are organized and presented below:

The first finding of the study shows that there is significant impact of recruitment on teachers' job performance in public secondary schools in North-West Senatorial District of Benue State. This finding was arrived at when the respondents agreed that they applied for teaching job and they were shortlisted on merit and they teach very well. Effective recruitment is ensued in their school which increases chances of selecting appropriate candidates. Their school uses satisfactory method of interview to get teachers which is reflected on their job performance. Their school does recruitment frequently to reduce workload which improves teachers' effectiveness in class; and their school hardly employs new teachers and the available ones are overworked not minding teaching effectiveness. This finding agrees with Babarinde, Olujuwon, Abegunrin and Jimoh (2019) who found that recruitment process significantly influenced teachers' motivation and performance. The finding also agrees with Mark, Manasseh, Aloga and Michael (2016) who's finding also revealed that recruitment and teachers' promotion among other factors had significant influence on teachers' job performance. This finding further agrees with Beng, Morris, Gorard, Kokotsaki and Abdi (2020) whose finding revealed that recruitment of teachers regularly reduces workload and has significant impact on teachers' job performance. The implication of this finding is that recruitment has significant impact on teachers' job performance.

The second finding shows that there is significant impact of promotion on teachers' job performance in public secondary schools. This finding was arrived at when the respondents agreed that they cannot remember when last promotion was done in their school and it affects how they feel and act on the job. The finding was also arrived at when the respondents agreed that each time they are promoted, they teach whole-heartedly. This improves their performance on the job; and they also agreed that they only register their presence in school and pretend to work because they are denied promotion for years. The finding was further arrived at when the respondents agreed that their school promotes staff based on merits and hard work. Promotion challenges them to work harder and teachers perform better each time promotion is carried out in their school. This finding contradicts the finding of Akter (2019) which revealed that there is a positive weak relationship between promotion and job satisfaction. The finding however agrees with Abdul (2018) whose finding revealed that promotion among other factors has significant effect on teachers' job satisfaction. The finding also agrees with Peter (2014) whose finding revealed that there is a significant impact of promotion on employees' performance. The finding further agrees with Ndijuye and Tandika (2019) whose finding revealed that teachers' promotion has a significant influence on their maximum job performance. More so, this finding agrees with Abdul, Sarpan and Ramlan (2018) whose finding revealed that promotion has a significant influence on employees' job performance. This finding implies that each time teachers are promoted they work more effectively and efficiently.

The third finding shows that there is significant impact of training on teachers' job performance in public secondary schools. This finding was arrived at when the respondents opined that they attend workshops regularly and that improves their teaching skills. Their school does not organise workshop to train teachers but rather exposes teachers to learn new educational practices to improve their teaching skills. The finding was also arrived at when the respondents opined that training of teachers their school exposes them to innovative practices in education and improves their teaching skills as a teacher. They however disagreed with the view that their school does not expose teachers to learn and practice new methods of teaching in class. This therefore affects their job performance. More so, the respondents agreed that their school organizes workshop to improve teachers' competence on the job. This finding agrees with Rahman, Jumani, Akhter, Chistic and Ajmal (2019) who found that teachers' training has a significant relationship with their effective teaching in classroom. This finding also agrees with Ojoh and Okoh (2015) whose results showed that training impact positively on an organizational way of improving workers' performance. This implies that training is an effective Human Resource Management factor for enhancing teachers' job performance.

Conclusion

Based on the findings of the study, it was concluded the viability of every public secondary school is based on the effective functioning of the human resource management team of the school on decision making such as recruitment, promotion, training, performance appraisal and motivation. It was also concluded that the growth or failure of every school system is dependent on the school management decisions and functions to recruit the right people and keep them active on the job with high job performance and satisfaction. In the same vein the study also concluded that human resource management

(HRM) of a school and how well it functions has a relationship with how well teachers' job performance would turn out to be.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Recruitment of teachers in public secondary schools should be conducted following due process by recruitment team. The recruitment team should ensure the right caliber of candidate are recruited and selected for employment. They should also avoid favouritism so that right candidate with requisite skills and competencies would be employed so as to fit job positions appropriately in order to improve teachers' job performance in public secondary schools.
2. Promotion of teachers should be based on merit and qualification. The school administrators should also ensure that teachers who are due for promotion are duly promoted so as to boost their morale for effective job performance in public secondary schools.
3. Training of teachers should be regularly carried out to enhance teachers' skills for effective job performance in public secondary schools. This could be achieved through organizing workshops, seminars, conferences and other training programmes for teachers and allowing them opportunities to attend and participate in such programmes.

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