

Influence of Personnel Administration on Teachers' Job Effectiveness in Public Secondary Schools in Kogi State, Nigeria

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ABSTRACT

The study investigated influence of personnel administration on teachers' job effectiveness in public secondary schools in Kogi State. Two specific objectives with corresponding research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a survey research design and was carried out in Kogi State Nigeria. The population is made up 3360 teachers from 240 public secondary schools. The sample size for the study was 357 teachers. This sample size was made up of 296 teachers and 61 principals. This size was determined using Taro Yamane sample size determination. The instrument for data collection was a structured questionnaire developed by the researcher titled "Personnel Administration and Teachers' Job Effectiveness Questionnaire" (PATJEQ). The reliability of the instrument was estimated using Cronbach Alpha Coefficient and an overall reliability coefficient of 0.79 was obtained. The data collected was analyzed using Descriptive statistics of Means and Standard Deviation to answer the research questions and Chi-Square goodness of fit test was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that, personnel administration indices of; compensation and supervision have positive significant influence on job effectiveness of teachers' in public secondary schools in Kogi State, Nigeria. Based on these findings, it was recommended that among others that: State Government should try and make payments of teachers' compensation a priority as this could aid to enhance teacher's administrative effectiveness. Also, Federal Ministry of Education alongside State Government should endeavor formulate effective supervision strategies that would serve as corrective guide to teachers majorly geared towards improving teachers' instructional programmes as this could help to improve teacher's classroom management practices for enhanced job performance.

Keywords: Personnel Administration, Teachers' Job Effectiveness, Compensation and Supervision.

BACKGROUND TO THE STUDY

Organizations, whether profit-oriented or service oriented are designed to work towards achievement of set-goals. Human resource management in education is very important and to toy with it would result in jeopardy. This is because education personnel are the major instrument for achieving educational goals and consequently, national development. Human resources are the key to rapid socio-economic development and efficient service delivery. As workers (teachers) consciously contribute towards goals of the organization, they also have personal or group goals they expect to satisfy. All tools in management (men, machine, material, money and market), without any iota of doubt, the most important is men. All the activities of organizations are initiated and determined by the people who make up the institution, plant, offices, of all the task of management, Koko and Nabie (2019), opined that human resource is the most important influential and impactful asset of an organization. Thus, for the survival of any organization, available human resources should be effectively managed.

Personnel administration, otherwise referred to as human resource management is concerned with the people dimension in management. (Aja-Okorie, 2014) perceived personnel administration as an important

management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Human resource management is administrative activities associated with human resources planning, recruitment, selection, orientation, training, appraisal, motivation and also a function within an organization that focuses on people (Uchekukwu and Uche, 2015). According to Uchekukwu and Uche (2015), human resource management is the process of recruiting, selecting and retaining the best people and putting them on jobs where their talents and skills can be best utilized. Teachers' performance also takes into cognizance both the quality and quantity of the output. Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make best contribution to its success.

Every educational system at every level depends heavily on the human resources for execution of its programme. Omebe (2014) state that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A teacher, whether in private or public sector, who under rates the critical role and under plays the importance of people in goal achievement, can neither be effective nor efficient (Koko & Nabie, 2019). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals. The prompt payment of salaries involves the due payment of employees as at the right time without any form of delay. The payment of salary promptly has a way of boosting the morale of the teachers (Uchekukwu & Uche, 2015). Trends in Nigeria have shown that teachers are the most owed workers by successive government's particularly state governments. It was based on this that Koko and Nabie (2019) argues that salary should not only be adequate but also prompt and show some element of equity; this is particularly true from the point of the employees. Employees require adequate attention in order to perform effectively in the job. Their welfare in terms of training/development, promotion and prompt payment of salaries is an aspect of staff management that should not be taken for granted. The authors revealed that prompt payment of salaries helps in boosting the morale of teachers for job performance, and teachers are motivated to perform their duties effectively and efficiently.

Furthermore, compensation is the totality of the financial and non-financial rewards that the employee gets in return for working for the organization (Adedokun, 2020). The author maintains that, since compensation is a reward for service to the organization and also a source of recognition and livelihood for employees, therefore, it is related directly to the comfort and welfare of employees. Compensation is a determinant of the extent to which an organization can attract, motivate and retain the best talents in the environment (Adedokun, Adebayo, Ibrahim, Raji, & Oloyin, 2023). The authors reveals that there is significant relationship between teachers' compensation and public secondary schools' effectiveness. prompt payment of Brain drain from Nigerian secondary schools has a lot to do with the poor and inadequate remuneration available in this country, especially in Kogi State where civil servants commit suicide because of non-salary payment among other pressing issues (Nigerian eye, October, 2016). This finding is in line with the view of Ademola (2020) that teachers' compensation in public secondary schools in Kwara State has not been encouraging enough.

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 is by making teachers' compensation such as salary, promotion, capacity building and fringe benefits more attractive, as poor compensation could consistently dampen their readiness to making the schools effective. Obadare (2018) lamented that one of the factors responsible for ineffectiveness of public secondary schools in Nigeria is lackadaisical attitude of the governments towards teachers' compensation, especially in the aspects of salary, promotion, fringe benefits and professional development.

Teachers in Nigerian schools respond positively to monetary rewards as incentive to improve job attitude and performance (Adedokun et al., 2023). However, special recognition and excellence service award given to a dedicated teacher will equally motivate and encourage both the beneficiary and other teachers to higher productivity. According to Mehta and Shaikh (2012), while the benefitting teacher will want to maintain his high status, his jealous colleagues will want to surpass him in order to be the next award recipient, the

educational system will then be the ultimate beneficiary, therefore the school manager must not undermine the use of compensation as an influential personnel administration strategy that can also aid in supervision.

The place of supervision as a vital managerial tool need not be undermined in any organizational setting (Aja-Okorie, 2014). Supervision is that phase of school management which focuses primarily upon the achievement of the appropriate expectation of educational system. It is an indispensable function of the school managers (Oleforo 2014). Oleforo views educational supervision as effort of all designated school officials toward providing leadership to the teaching workforce and other educational workers in the improvement of instructions. Oleforo argues that supervision deals with having a comprehensive view of the activities and problems of the institutions and the assessment of the extent to which the school is fulfilling its basic objectives. In the school system, where teachers' performance remains the watchword; educational supervision involves guiding and coordinating the works and efforts of the teachers such that learning is facilitated (Onyeike & Nwosu, 2018). Supervision therefore means an activity or exercise in which a professional or a group of professional superiors help in facilitating learning by improving teaching and learning environments in schools through guiding, advising and interest stimulation of both the students and teachers (Agu, Amajuoyi & Agogbua, 2021). It is a known fact that no educational institution can achieve its objectives without good care of competent and dedicated teachers as well as educational administrators (Ombuya, 2015). Effectiveness is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal.

Furthermore, teachers' job effectiveness is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization (Besong, 2014). It implies that, it is the right and duties attached to an individual irrespective of the gender of the incumbent. It could be identified as a plan proposed in advance and accomplished later but within a stipulated time or duration of school. Malik, Danish and Munir (2012) note that effectiveness is a part of function assumed by someone, a set of specific responsibilities, assumed by a professional in a setting. When a principal maintains high morale discipline and decorum among his staff and also students, he exhibits a personality of effectiveness worthy of emulation.

In Nigeria, most of the leading school reforms as experienced in recent political administration have called for new reforms of professional teachers' development. Unfortunately for Nigeria, inadequate involvement of the policy implementers at the planning stage is a major problem in the management of public secondary schools in Nigeria (Idoko, 2018). Perhaps, it was in line with this that Akwa-Ibom State Ministry of Education mandated all those teaching in its schools without the requisite qualification to acquire professional teaching qualifications and the response has been tremendous (Aja-Okerie, 2016). A person is, therefore, likely to act in a way that maximizes the use of his aptitudes (UNESCO, in Aja-Okerie, 2016).

An organization's success lies in a motivated workforce as highly motivated employees strive to produce at the highest possible level and exert greater effort than employees who are not motivated. According to Nwosu (2016), teachers who report low levels of motivation tend to perceive their student's motivation levels as low. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. This attitude if not properly addressed would have adverse effect on teachers' job effectiveness in secondary schools in Kogi State. Often time, most teachers are seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes of lesson as well as carrying out other assigned responsibilities.

These are testimonies of the alarming rise of poor attitude to work which leads to poor job effectiveness. These problems could be evidence of poor or absence of adequate supervision as well as compensation, supervision, in-service training and motivation exercise in the school system by the school managers who are supposed to manage these personnel.

Dada (2017) asserted effectiveness of the public secondary schools, especially in terms of excellent students' academic performance, is the end result which every stakeholder in education has a keen interest in. For this to be well achieved, among other things which should be done, teachers' compensation needs to be given

adequate attention by the government while teachers also need to effectively perform their job. It is against this backdrop that this study examined the influence of personnel administration on teachers' job effectiveness in public secondary schools in Kogi State.

Objective of the Study

The objective of this study was to investigate influence of personnel administration on teachers' job effectiveness in public secondary schools in Kogi State, Nigeria. Specifically, the study sought to;

1. determine influence of compensation on teachers' job effectiveness in public secondary schools.
2. ascertain influence of supervision on teachers' job effectiveness in public secondary schools.

Research Questions

The following research questions were raised to guide the study

1. What is the influence of compensation on teachers' job effectiveness in public secondary schools in Kogi State?
2. What is the influence of supervision on teachers' job effectiveness in public secondary schools?

Statement of Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance.

1. Compensation has no significant influence on teachers' job effectiveness in public secondary schools in Kogi State.
2. Supervision has no significant influence on teachers' job effectiveness in public secondary schools.

METHODOLOGY

Survey research design was used for the study. The reason for choosing this research design is that population of the study is relatively large and the researcher intends to use a part of the population whose opinions can be generalized about the entire population. The study was carried out in Kogi State, Nigeria. The population of the study is 3360 teachers of all the government secondary schools in Kogi State. The population was 3360 teachers from 240 public secondary schools (Kogi State Teaching Service Commission, Lokoja 2018). The sample size is 357 teachers of government secondary schools in the study area realized by the use of Taro Yamen formula. Multi-stage sampling procedure was used for the study because each stage involves different sampling technique.

The instrument for data collection was a structured questionnaire titled "Personnel Administration and Teachers' Job Effectiveness Questionnaire" (PATJEQ) structured by the researcher. The questionnaire is a 14-item questionnaire with items that elicited information relating to the objectives of the study. The items were stated in a very simple and clear language with the desired responses tabulated on a four-point rating scale with response modes of Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1), respectively. The instrument was face and content validated by three experts, two in the field of Educational Administration and Planning and one in Measurement and Evaluation, all of the College of Agricultural and Science Education, Joseph Sarwuan Tarka University, Makurdi. To ensure the reliability of the instrument, a trial test was carried out. The instrument was administered on five principals and thirty teachers from Otukpo Local Government of Benue State outside the study area. Cronbach alpha coefficient was used to obtain an overall reliability estimate of 0.79 which shows that the instrument is reliable, and measured what it is supposed to measure.

In administering the questionnaire, three research assistants were used. The researcher briefed the research assistants on the importance of the study. Also, the researcher briefed them on need to sensitize the respondents on information confidentiality. The choice of this research assistants is because the area of study is

too large for only the researcher to cover. The use of research assistant helped to fasten administration and retrieval of questionnaire. Face to face method was employed in administering the questionnaire. The direct delivery approach was used to enable the researcher to thoroughly explain the purpose, importance and confidentiality of all information to the respondents and also, it enabled the researcher to collect completed questionnaire immediately to avoid loses. All the 357 questionnaire copies were retrieved from the sampled respondents. This represents 100% return rate.

The descriptive statistics of Mean and Standard Deviation were used answering the four research questions. A cut-off points of 2.50 was considered ‘Agreed’. Whereas, any mean less than 2.50 was considered ‘Disagreed’. Chi-square (χ^2) test of goodness of fit was used in testing the two null hypotheses at 0.05 level of significance. The Chi-square test of goodness of fit was considered appropriate for this study because it is a non-parametric statistic for testing the degree of influence of an independent variable. The choice of Chi-square test of goodness of fit allowed the researcher to determine whether or not significant influence exist between the independent and dependent variables based on the null hypotheses formulated.

RESULTS

Research Question 1: What is the influence of compensation on teachers' job effectiveness in public secondary schools in Kogi State?

To answer this research question, responses on the influence of compensation on teachers' job effectiveness in public secondary schools in Kogi State were collected and analyzed as shown in Table 1.

Table 1: Mean and Standard Deviation Analysis of the influence of compensation on teachers' job effectiveness in public secondary schools in Kogi State

S/N	Item Statement	SA	A	D	SD	Mean	SD	Decision
1	Prompt payment of teachers' basic salary influences their job effectiveness	49	300	8	0	3.42	.84	Agree
2	Prompt payment of teachers housing allowance influences their job effectiveness	53	279	10	15	2.99	.99	Agree
3	Prompt payment of teachers' transportation allowance influences their job effectiveness	60	254	20	23	3.06	1.04	Agree
4	Prompt payment of teachers' medical allowance influences their job effectiveness	48	289	10	10	3.22	.98	Agree
5	Prompt payment of teachers' promotion facilities influences their job effectiveness	80	275	2	0	2.77	1.07	Agree
6	Prompt payment of teachers' capacity building allowance influences their job effectiveness	90	260	3	4	2.72	1.02	Agree
7	Prompt payment of pension benefits influences their job effectiveness	83	271	2	1	2.74	1.03	Agree
	Cluster Mean and SD					2.99	.99	Agree

Analysis of data as presented in Table 1 shows the influence of compensation on teachers' job effectiveness in public secondary schools in Kogi State with corresponding Standard Deviation values. Data presented on Table 1 revealed that, the respondents agreed on all the items (1, 2, 3, 4, 5, 6 and 7) with mean scores ranging from 2.72–3.42 which are above the benchmark of 2.50.

The table also revealed close Standard Deviation values ranging from .84–1.07 which showed that the respondents were homogeneous in their responses. The grand mean of all the items was revealed to be 2.99 and SD= 0.99.

With this grand mean, it can be deduced from this finding that; prompt payment of teachers' basic salary, teachers' medical allowance and teachers' transportation allowance influence their job effectiveness.

Research Question 2: What is the influence of supervision on teachers' job effectiveness in public secondary schools?

To answer this research question, responses on the influence of supervision on teachers' job effectiveness in public secondary schools were collected and analyzed as shown in Table 2

Table 2: Mean and Standard Deviation Analysis of the influence of supervision on teachers' job effectiveness in public secondary schools

S/N	Item Statement	SA	A	D	SD	Mean	SD	Decision
8	Classroom observation by school administrator helps them to take note of teachers' knowledge of subject matter and this influences their job effectiveness.	65	287	3	2	3.17	.95	Agree
9	Classroom visitation by school administrator helps them to take note of teachers' evidence of adequate planning and preparation for the lesson which influences their job effectiveness	51	297	2	7	3.24	.84	Agree
10	Clinical supervision by administrator helps them to take note of teachers' lesson presentation and positively influence teachers' job effectiveness	70	260	15	12	3.00	.96	Agree
11	Use of workshop supervisory techniques creates room for exchange of ideas among teachers and this enhances their job performance	63	285	5	4	3.16	.94	Agree
12	Classroom observation creates forum for making useful suggestions for solving educational problems and this influence teachers job effectiveness	98	189	45	25	2.89	.99	Agree
13	Classroom demonstration improves teachers lesson delivery	52	300	2	3	3.39	1.09	Agree

14	Team teaching practice enhance teachers mastery of subject matter	47	270	25	15	3.11	.99	Agree
	Cluster Mean and SD					3.14	.97	Agree

Analysis of data as presented in Table 2 shows the influence of supervision on teachers' job effectiveness in public secondary schools with corresponding Standard Deviation values.

Data presented on Table 2 revealed the respondents agreed on all items (8, 9, 10, 11, 12, 13 and 14) with mean scores ranging from 2.89 – 3.39 which are above the benchmark of 2.50.

The table also revealed close Standard Deviation values ranging from .84 – 1.09 which showed that the respondents were homogeneous in their responses. The grand mean of all the items was revealed to be 3.14 and SD= .97.

With this grand mean, it can be deduced from this finding that; classroom demonstration improves teachers lesson delivery, classroom visitation by school administrator helps them to take note of teachers' evidence of adequate planning and preparation for the lesson, classroom observation by school administrator helps them to take note of teachers' knowledge of subject matter.

Hypothesis Testing

The following hypotheses were tested at 0.05 level of significance using Chi-Square statistics

Hypothesis 1: Compensation has no significant influence on teachers' job effectiveness in public secondary schools in Kogi State.

Table 3: Chi-Square Goodness of fit test of influence of compensation on teachers' job effectiveness in public secondary schools

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SA	66	89.25					
A	275	89.25					
D	8	89.25	3	119.568	.000	.05	Significant
SD	8	89.25					
Total	357						

Df = Degree of Freedom; (χ^2) = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Table 3 shows the Chi-square calculated value of 119.568, degree of freedom $df = 3$ and a sig (P-value=0.00) which is less than the alpha value ($\alpha = .05$). Since $P < .05$, the result is significant, therefore the null hypothesis is rejected.

This implied that, compensation has significant influence on teachers' job effectiveness in public secondary schools in Kogi State.

Hypothesis 2: Supervision has no significant influence on teachers' job effectiveness in public secondary schools.

Table 4: Chi-Square Goodness of fit test of influence of supervision on teachers' job effectiveness in public secondary schools

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SA	64	89.25					
A	269	89.25					
D	14	89.25	3	145.427	.000	.05	Significant
SD	10	89.25					
Total	357						

Df = Degree of Freedom; (χ^2) = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Table 4 shows the Chi-square calculated value of 145.427, degree of freedom $df = 3$ and a sig (P-value=0.00) which is less than the alpha value ($\alpha = .05$). Since $P < .05$, the result is significant, therefore the null hypothesis is rejected. This implied that, supervision has significant influence on teachers' job effectiveness in public secondary school.

Summary of Major Findings

- i. Prompt payment of teachers' basic salary, teachers' medical allowance and teachers' transportation allowance influence their job effectiveness.
- ii. classroom demonstration improves teachers lesson delivery, classroom visitation by school administrator helps them to take note of teachers' evidence of adequate planning and preparation for the lesson, classroom observation by school administrator helps them to take note of teachers' knowledge of subject matter.

DISCUSSION OF FINDINGS

The first findings of the study revealed that compensation positively influences teachers job effectiveness in public secondary schools in Kogi State. The major findings were that, prompt payment of teachers' basic salary, teachers' medical allowance and prompt payment of teachers' transportation allowance influences their job effectiveness. Similarly, a test of hypothesis revealed that compensation significantly influences teachers job effectiveness in public secondary schools in Kogi State. This finding is in agreement with that of Adedokun, Adebayo, Ibrahim, Raji and Oloyin, (2023) whose findings revealed that there is significant relationship between teachers' compensation and public secondary schools' effectiveness. This finding corroborates with that of Dhanonjoy (2019) who revealed that there is a significant relationship between compensation factors and the job satisfaction of the teachers. The finding also corroborate with that of Pepra-Mensah, Luther and Albert (2017) whose findings revealed that compensation dimensions of Base pay,

incentives and benefits significantly correlated with teachers' job satisfaction. This finding further corroborates with that of Oleforo, Usen and Emmanuel (2015) who revealed that compensation significantly relate to teachers' job performance another finding of the study also revealed that supervision positively influences teachers job effectiveness in public secondary schools in Kogi State. Majorly, it was revealed from this finding that classroom demonstration improves teachers lesson delivery, classroom visitation by school administrator helps them to take note of teachers' evidence of adequate planning and preparation for the lesson, classroom observation by school administrator helps them to take note of teachers' knowledge of subject matter. A test of hypothesis revealed that supervision influences teachers' job effectiveness in public secondary schools in Kogi State. The finding further collaborates with that of Agu, Amajuoyi and Agogbua (2021) who found out among others that classroom observation technique and workshop technique influence teachers job performance in secondary schools. The finding corroborates with that of Elujekwute, Shir and Elujekwute (2021) whose findings revealed that principals' classroom visitation, workshops and demonstration technique significantly influence on teachers' job performance in public secondary schools. The findings corroborate with that of Onyeike and Nwosu (2018) who found out that principals engage in staff personnel administration by providing professional assistance to teachers on instructional activities. This finding agrees with that of Oleforo, Usen and Emmanuel (2015) who found out that supervision significantly relates to teachers' job performance.

CONCLUSION

Based on the findings of the study, the researchers concluded that the influence of personnel administration indices of; compensation and supervision on job effectiveness of teachers in public secondary schools in Kogi State, Nigeria cannot be overemphasized. The researchers therefore envisaged that; compensation and supervision could serve as appropriate personnel management strategies that principals and teachers can apply for enhanced administrative job effectiveness of teachers in public secondary schools in Kogi State, Nigeria.

RECOMMENDATIONS

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

- i. State Government should try and make payments of teachers' compensation a priority as this could aid to enhance teacher's administrative effectiveness.
- ii. Federal Ministry of Education alongside State Government should endeavor formulate effective supervision strategies that would serve as corrective guide to teachers majorly geared towards improving teachers' instructional programmes as this could help to improve teacher's classroom management practices for enhanced job performance.

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