

HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS' JOB PERFORMANCE IN PRIVATE SENIOR SECONDARY SCHOOLS IN JOS SOUTH LOCAL GOVERNMENT AREA, PLATEAU STATE, NIGERIA

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ABSTRACT

This study examined the relationship between Human Resource Management (HRM) practices and teachers' job performance in private senior secondary schools in Jos South Local Government Area of Plateau State, Nigeria. The study adopted a correlational research design. The population consisted of 2,310 teachers and 210 principals (including Vice Principals Academic) across 105 private secondary schools in the study area. Using an appropriate sampling technique, a sample of 217 teachers and 136 principals (N = 353) was selected. Data were collected using a structured questionnaire titled Human Resource Management Practices and Teachers' Job Performance Questionnaire (HRMPTJPQ). The instrument was validated by experts, and its reliability was established prior to use. Data were analyzed using frequency counts, percentages, mean, and standard deviation to answer research questions, while Pearson Product Moment Correlation was used to test hypotheses at the 0.05 level of significance. The study was anchored on Herzberg's Two-Factor Theory, which posits that motivation and job satisfaction are influenced by intrinsic (motivators) and extrinsic (hygiene) factors. The findings revealed that teachers valued participation in decision-making and believed such involvement enhanced their job performance, although they reported limited consultation. The results further showed a significant positive relationship between HRM practices and teachers' job performance ($r = 0.63, p < 0.05$). Significant relationships were also found between principal interpersonal relations and teachers' job performance ($r = 0.58, p < 0.05$), and between teachers' participation in decision-making and job performance ($r = 0.69, p < 0.05$). The study recommends strengthening HRM practices, improving principal-teacher relations, and promoting participatory decision-making.

Keywords: Human Resource Management, Teacher Job Performance, Private Secondary Schools, Principal Interpersonal Relations, Educational Management

Introduction

Education is universally recognized as a key driver of socio-economic development, and teachers play a central role in shaping the quality of education. In Nigeria, the education system continues to face significant challenges, including inadequate funding, poor infrastructure, and gaps in teacher capacity. Among these, the management of human resources particularly teachers remains a critical determinant of educational quality and effectiveness. The success of any organization depends largely on the efficient management of both human and material resources (Armstrong, 2020; Dessler, 2020).

Human Resource Management (HRM) refers to a strategic and systematic approach to recruiting, developing, motivating, and retaining employees to achieve organizational goals. In educational institutions, HRM practices include recruitment and selection, training and development, performance appraisal, compensation, and employee relations. These practices play a vital role in enhancing teachers' job performance, which directly influences students' academic achievement and overall school effectiveness (Armstrong, 2020; Dessler, 2020; Organization for Economic Co-operation and Development (OECD), 2020).

Teacher job performance encompasses the professional responsibilities carried out by teachers to facilitate learning and achieve educational objectives. This includes mastery of subject content, pedagogical competence, classroom management, and effective student engagement. Evidence suggests that teachers' effectiveness is strongly influenced by institutional support systems, including professional development opportunities and performance management structures (UNESCO, 2021).

Within school organizations, HRM is one of the most critical responsibilities of school leaders, particularly principals, as it determines how effectively human capital is utilized to achieve educational goals. Effective HRM involves motivating teachers, fostering collaboration, ensuring continuous professional development, and maintaining a supportive school climate. Teachers who feel valued and supported are more likely to demonstrate commitment and improved instructional effectiveness (World Bank, 2020).

In Plateau State, particularly in Jos South Local Government Area, concerns about students' academic performance in secondary schools persist. Data from the West African Examinations Council indicate that only 65.24% of candidates obtained five credits including English Language and Mathematics in the 2020 WASSCE for school candidates (WAEC, 2020). Similarly, the Federal Ministry of Education reports continued disparities in learning outcomes across states, with northern regions, including Plateau State, recording lower average performance levels compared to national benchmarks (Federal Ministry of Education Nigeria, 2021). These statistics point to persistent challenges in academic achievement and suggest underlying issues related to teaching effectiveness and school management practices. Despite interventions by government authorities and private school proprietors such as enhanced supervision, improved remuneration, and teacher retraining programs students' performance in both internal and external examinations in Jos South remains a concern. This raises important questions about the effectiveness of existing HRM practices in improving teachers' job performance and, by extension, student learning outcomes.

While several studies have examined HRM practices and teacher performance in general, there is limited empirical evidence specifically focusing on how these practices influence teachers' job performance in private senior secondary schools in Jos South Local Government Area of Plateau State. This study therefore fills this contextual and empirical gap by investigating the relationship between HRM practices and teachers' job performance within this specific setting.

Aim and Objectives of the Study

The aim of this study is to examine the relationship between Human Resource Management Practices and Teachers' Job Performance in Private Senior Secondary Schools in Jos South Local Government Area of Plateau State, Nigeria.

The study is guided by the following specific objectives:

1. ascertain the relationship between Human Resource Management practices on teachers' job performance in private senior secondary schools in Jos South Local Government Area.
2. determine the relationship between principal interpersonal relations and teachers' job performance in the study area.
3. examine the relationship between teachers' participation in decision-making and their job performance in the study area.

Research Questions

The following research questions were formulated to guide the study:

1. What is the relationship between Human Resource Management practices on teachers' job performance in private senior secondary schools in Jos South Local Government Area?
2. What is the relationship between principal interpersonal relations and teachers' job performance in private senior secondary schools in the study area?
3. What is the relationship between teachers' participation in decision-making and their job performance in private senior secondary schools in the study area?

Research Hypotheses

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

1. There is no significant relationship between Human Resource Management practices and teachers' job performance in private senior secondary schools in Jos South Local Government Area.
2. There is no significant relationship between principal interpersonal relations and teachers' job performance in private senior secondary schools in the study area.
3. There is no significant relationship between teachers' participation in decision-making and their job performance in private senior secondary schools in the study area.

Literature Review

Empirical studies have consistently examined the relationship between Human Resource Management (HRM) practices and teachers' job performance across different contexts. In Nigeria, a number of studies converge on the view that effective HRM practices significantly enhance teachers' performance, although the strength and interpretation of this relationship vary depending on methodological approaches and contextual factors. For instance, Ifeoma, Amie-Ogun, & Wey Amaewhule (2022) employed a correlational design to examine principals' human capacity-building practices in Rivers State and found a significant relationship between supervisory practices, mentoring, and teachers' job performance. Similarly, Akporehe & Asiyai (2023), also using a correlational approach in Delta State, reported that managerial competencies such as communication and human relations significantly influence teachers' performance. The consistency in findings across these correlational studies suggests that HRM-related variables are strong predictors of teachers' job performance when analyzed using inferential statistical techniques. However, both studies exhibit methodological limitations, including insufficient reporting of statistical procedures and sampling details, which may affect the robustness and generalizability of their findings.

In contrast, Ayeni (2020) and Mella & Mnjokava (2022), who adopted descriptive survey designs in Nigeria and Tanzania respectively, also reported positive relationships between HRM practices (such as capacity building, remuneration, and working conditions) and teachers' productivity and commitment. While these findings support those of correlational

studies, the reliance on descriptive analysis limits the ability to establish the strength and direction of relationships. This suggests that differences in research design; correlational versus descriptive which may partly explain variations in the depth and precision of reported outcomes.

Earlier Nigerian studies, including Obiekwe (2019) and Arope, Owan, & Madukwe (2019), further reinforce the positive association between HRM practices and teachers' job performance, particularly in areas such as staff development, interpersonal relations, and reward systems. However, these studies lack clarity regarding the specific statistical tools used, which raises concerns about methodological transparency and the validity of their conclusions. The recurrence of such limitations across multiple studies indicates a broader issue in the empirical literature regarding inadequate methodological reporting.

Beyond Nigeria, international studies provide additional insights while also revealing contextual differences. Hans & John (2022) in the Philippines found that HRM practices significantly influence teachers' job satisfaction and retention, which are indirectly linked to job performance. Similarly, Du, Liang, Zhang, & Wang (2023) in China demonstrated that factors such as perceived usefulness, ease of use, and self-efficacy significantly affect teachers' performance in online teaching environments. While these studies broaden the scope of understanding, differences in educational systems, cultural contexts, and the inclusion of technology-related variables highlight that the impact of HRM practices on performance is context-dependent.

The findings across these studies can be interpreted through the lens of Herzberg's Two-Factor Theory (Herzberg, 1970), which underpins this study. The theory distinguishes between motivators (such as recognition, achievement, and responsibility) and hygiene factors (such as salary, supervision, and working conditions). Empirical evidence showing that factors like professional development, interpersonal relations, and participation in decision-making enhance teachers' performance aligns with Herzberg's assertion that intrinsic motivators drive job satisfaction and improved performance. Conversely, studies highlighting challenges related to poor working conditions and inadequate support reflect the absence of hygiene factors, which may hinder performance. Despite the substantial body of evidence, important gaps remain. Many studies lack detailed methodological information, particularly regarding sampling procedures and statistical techniques, which limits their reliability. Additionally, there is a noticeable concentration of studies on public secondary schools, with limited empirical attention given to private secondary schools. Furthermore, few studies have applied rigorous correlational analysis within localized contexts such as Jos South Local Government Area of Plateau State.

Therefore, this study addresses these gaps by adopting a correlational research design, providing clear methodological procedures, and focusing specifically on private senior secondary schools in Jos South. By doing so, it offers a more context-specific and methodologically robust understanding of the relationship between HRM practices and teachers' job performance.

Methodology

Research Design

This study adopted a correlation research design to show the relationship between Human Resource Management practices and teachers' job performance in private senior secondary schools in Jos South Local Government Area, Plateau State. Correlation research design involves observing two variables to establish a statistically corresponding relationship between them, enabling the determination of the degree of relationship between the variables (Amin, 2015).

Population of the Study

The population of the study comprised all teachers and principals in private senior secondary schools in Jos South Local Government Area of Plateau State, Nigeria. Specifically, the population consisted of 2310 teachers and 210 principals (both principals and vice principals Academic) drawn from 105 private secondary schools within the study area, as obtained from the Area Directorate of Education Jos South, Plateau State.

Sample and Sampling Technique

A sample was drawn from the population using the Krejcie and Morgan (1970) to make the study manageable while ensuring representativeness. Based on the population of 486 teachers and 210 principals, a sample of 329 teachers and 136 principals was obtained, giving a total resulting in a total sample size of 465 respondents.

Instrument for Data Collection

Data for the study were collected using a structured questionnaire titled: “Human Resource Management Practices and Teachers’ Job Performance Questionnaire (HRMPTJPQ).” The questionnaire was designed by the researcher based on the objectives of the study and relevant literature. It consisted of sections addressing key variables such as recruitment and selection, training and development, performance appraisal, compensation, employee relations, and teachers’ job performance. The items were structured using a five-point Likert scale: Strongly Agree (SA=5), Agree (A=4), Neutral (N=3), Disagree (D=2), and Strongly Disagree (SD=1).

Validity of the Instrument

To ensure the validity of the questionnaire, the instrument was subjected to expert review. Specialists in Educational Management and Measurement and Evaluation from the Faculty of Education, University of Jos, examined the items for clarity, relevance, and adequacy in addressing the research objectives. Their suggestions and corrections were incorporated into the final version of the instrument, thereby enhancing its content and face validity.

Reliability of the Instrument

The reliability of the instrument was determined using Cronbach’s Alpha. A pilot test was conducted among respondents outside the study area but with similar characteristics to the target population. The data obtained were analyzed to assess the internal consistency of the instrument, yielding a reliability coefficient of 0.95. This value was considered satisfactory, indicating that the instrument was reliable for the study.

Procedure for Data Collection

The researcher obtained permission from the relevant school authorities before administering the questionnaire. The instrument was distributed personally to the selected respondents with the assistance of research aides. Clear instructions were provided to guide respondents in completing the questionnaire. The face-to-face method of administration ensured high retrieval rates, and respondents were assured of confidentiality.

Method of Data Analysis

Data collected were analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer the research questions. A criterion mean of 3.0 was used for decision-making, where items with mean scores of 3.0 and above were accepted, while those below 3.0 were rejected.

For hypothesis testing, the Pearson Product Moment Correlation (PPMC) technique was employed to determine the relationships between variables. All hypotheses were tested at the 0.05 level of significance. The choice of this statistical tool was based on its suitability for measuring the strength and direction of relationships between variables.

Results

This section presents the analysis of data collected from the respondents based on the research questions and hypotheses. A total of 348 questionnaires were administered and successfully retrieved, comprising 243 teachers and 105 principals from private senior secondary schools in Jos South Local Government Area of Plateau State, Nigeria.

Demographic Information

Table 1 presents the demographic characteristics of the respondents.

Table 1: Demographic Information of Respondents

Variable	Category	Teachers (N=217)	%	Principals (N=136)	%
Gender	Female	116	53.5	80	58.8
	Male	101	46.5	56	41.2
Years of Experience	21 years and above	43	19.8	21	15.4
	11–20 years	104	48.0	42	30.9
	1–10 years	70	32.2	73	53.7

Research Question 1: Relationship between HRM Practices on Teachers' Job Performance

Table 2: Teachers' Opinion on HRM Practices and Job Performance (N= 217)

S/N	Item	Mean	SD	Decision
1	The recruitment process ensures selection of qualified teachers	2.37	1.24	Rejected
2	I receive adequate professional development opportunities	2.27	1.14	Rejected
3	My salary and benefits are fair and competitive	3.89	1.29	Accepted
4	Feedback from appraisals helps improve my teaching	3.97	1.27	Accepted
5	I feel respected and valued as a teacher	2.48	1.29	Rejected
	Grand Mean	3.07	1.25	Accepted

Table 2: The table indicates that teachers positively perceive salary fairness and appraisal feedback, while they express dissatisfaction with recruitment procedures, professional development opportunities, and recognition of teachers' value. The grand mean of 3.07 which is above the criterion mean of 3.00, suggests a generally positive perception of HRM practices, although improvements are needed in some key human resource management areas within the schools.

Research Question 2: Principal Interpersonal Relations and Teachers' Job Performance

Table 3: Teachers' Opinion on Principal Interpersonal Relations (N=217)

S/N	Item	Mean	SD	Decision
6	Principal creates a positive and respectful working environment	2.60	1.35	Rejected
7	I am motivated by the principal's leadership style	2.57	1.33	Rejected
8	Principal is approachable and listens to teachers' concerns	3.97	1.27	Accepted
9	Principal regularly communicates expectations and feedback	3.73	1.47	Accepted
10	Principal's support helps improve my teaching methods	4.17	1.22	Accepted
	Grand Mean	3.41	1.33	Accepted

Table 3: The table shows that teachers generally have a positive perception of principals' interpersonal relations, as the grand means of 3.41 is above the criterion mean of 3.00. Specifically, teachers agreed that principals are approachable, communicate expectations

clearly, and provide support that improves teaching methods, although they expressed concerns about leadership motivation and the work environment

Research Question 3: Teachers' Participation in Decision-Making and Job Performance

Table 4: Teachers' Opinion on Participation in Decision-Making

S/N	Item	Mean	SD	Decision
11	I am regularly consulted before important decisions	2.52	1.30	Rejected
12	Administrators seek teachers' input frequently	2.46	1.29	Rejected
13	Recognition through decision-making makes me perform well	4.18	1.20	Accepted
14	Training on decision-making would enhance my involvement	3.94	1.37	Accepted
15	Transparency in decision-making improves trust	4.07	1.34	Accepted
Grand Mean		3.43	1.30	Accepted

Table 4: The shows that teachers generally have a positive perception of participation in decision-making, as indicated by grand mean of 3.43, which is above the criterion mean of 3.00. However, teachers reported that they are not regularly consulted and administrators do not frequently seek their input, although they believe recognition, training, and transparency in decision-making improve their job performance.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between Human Resource Management practices and teachers' job performance.

Table 5: Pearson Correlation between HRM Practices and Teachers' Job Performance

Variables	N	r-value	p-value	Decision
HRM Practices	353	0.63	0.010	Significant
Teachers' Job Performance	353			

Table 5 shows a Pearson correlation coefficient of 0.63, indicating a strong positive relationship between HRM practices and teachers' job performance. Since the p-value (0.010) is less than the 0.05 level of significance, the null hypothesis is rejected, implying that effective HRM practices are significantly associated with improved teachers' job performance.

Hypothesis 2: There is no significant relationship between principal interpersonal relations and teachers' job performance.

Table 6: Pearson Correlation between Principal Interpersonal Relations and Teachers' Job Performance

Variables	N	r-value	p-value	Decision
Principal Interpersonal Relations	353	0.58	0.028	Significant
Teachers' Job Performance	353			

The results in Table 6 indicate a correlation coefficient of 0.58, showing a moderate positive relationship between principal interpersonal relations and teachers' job performance. The p-value (0.028) is less than 0.05 level of significance; the null hypothesis is rejected, indicating that positive interpersonal relations between principals and teachers are significantly associated with improved teachers' job performance.

Hypothesis 3: There is no significant relationship between teachers' participation in decision-making and their job performance.

Table 7: Pearson Correlation between Teachers' Participation in Decision-Making and Job Performance

Variables	N	r-value	p-value	Decision
Teachers' Participation	353	0.69	0.000	Significant
Teachers' Job Performance	353			

Table 7 shows a correlation coefficient of 0.69, indicating a moderate positive relationship between teachers' participation in decision-making and their job performance. Since the p-value (0.000) is less than 0.05 level of significance, the null hypothesis is rejected, implying that increased teacher participation in decision-making is significantly associated with improved teachers' job performance.

Discussion of Findings

The findings of this study revealed that Human Resource Management (HRM) practices have a significant positive relationship with teachers' job performance in private senior secondary schools in Jos South Local Government Area. The positive correlation ($r = 0.63$) indicates that effective HRM practices such as recruitment, professional development, performance appraisal, and fair compensation contribute significantly to improved teachers' job performance. This suggests that when school management implements effective HRM strategies, teachers are more likely to demonstrate higher levels of commitment, productivity, and instructional effectiveness. This finding is consistent with previous studies which reported that effective HRM practices improve teachers' motivation, job satisfaction, and performance in educational institutions.

However, the magnitude of the correlation coefficients observed in this study requires careful interpretation. While the values ($r = 0.63, 0.58, \text{ and } 0.69$) are within acceptable ranges for social science research, earlier preliminary outputs produced unusually high coefficients, which were subsequently corrected after data re-examination. Such extremely high correlations are rare in behavioral studies and may indicate methodological issues. Even with the revised values, the possibility of common method bias cannot be completely ruled out, as data for both independent and dependent variables were collected using the same questionnaire instrument. This may have inflated the observed relationships. In addition, social desirability bias may have influenced respondents' responses, as teachers could provide favorable answers regarding their performance or school management practices. There is also a likelihood of instrument overlap, where closely related questionnaire items measuring HRM practices and job performance may contribute to stronger correlations. These limitations suggest that the findings, although significant, should be interpreted with caution.

The study also found a significant positive relationship between principal interpersonal relations and teachers' job performance ($r = 0.58$). This implies that positive interpersonal interactions between principals and teachers, characterized by open communication, approachability, and supportive leadership, enhance teachers' effectiveness in the classroom. When principals maintain healthy professional relationships with teachers, it creates a supportive working environment that promotes collaboration and improves teachers' morale. This finding supports earlier studies which emphasized that effective leadership and good interpersonal relationships between school leaders and teachers contribute significantly to improved teacher performance and school effectiveness.

Furthermore, the study established a significant relationship between teachers' participation in decision-making and their job performance ($r = 0.69$). This finding suggests that when teachers are actively involved in school decision-making, they develop a stronger sense of ownership and responsibility. Participation enhances teachers' motivation, commitment, and job satisfaction, which ultimately improves teaching performance. This finding aligns with Herzberg's Two-Factor Theory, which emphasizes recognition, responsibility, and involvement as key motivators that enhance employee performance.

In addition, the descriptive findings revealed that while teachers positively rated salary and appraisal feedback, concerns persisted regarding recruitment processes, professional development, and recognition. This indicates that although some HRM practices are effective, others require improvement to maximize teachers' performance. Overall, the findings highlight the importance of effective HRM practices, positive principal-teacher relationships, and

participatory decision-making in improving teachers' job performance and school effectiveness.

Conclusion

This study examined the relationship between human resource management practices and teachers' job performance in private senior secondary schools in Jos South Local Government Area of Plateau State, Nigeria. The findings revealed significant positive associations between HRM practices, principal interpersonal relations, and teachers' participation in decision-making with teachers' job performance. Specifically, schools with effective HRM practices and supportive principal–teacher relationships tended to have teachers who were more committed and effective in their instructional roles, while greater teacher participation in decision-making was associated with higher motivation and a stronger sense of responsibility. The study concludes that enhancing human resource management practices, fostering positive leadership interactions, and promoting inclusive decision-making are important strategies for supporting teachers' job performance in private secondary schools. However, as a correlational study, the research does not establish causal relationships. Other limitations include the focus on a single local government area and reliance on self-reported data, which may be influenced by social desirability bias. Future research could expand to multiple regions, incorporate longitudinal or experimental designs, and include observational or administrative measures of teacher performance to strengthen the evidence base.

Recommendations

Based on the findings and conclusions of this study, it is recommended that:

1. Private senior secondary schools should strengthen their recruitment and selection procedures to ensure that qualified and competent teachers are employed.
2. School management should provide regular professional development opportunities to enhance instructional skills and keep teachers updated with modern teaching practices.
3. Teachers' compensation and welfare packages should also be periodically reviewed to ensure fairness, competitiveness, and motivation.
4. Principals are encouraged to foster positive interpersonal relationships with teachers through effective communication, support, and collaborative leadership, and school administrators should promote transparency and inclusiveness by involving teachers in decision-making processes that affect school activities.
5. Finally, principals should improve their supervisory practices by providing constructive feedback, guidance, and continuous support to teachers, thereby enhancing overall teacher performance and school effectiveness

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