

PRINCIPALS' LEADERSHIP BEHAVIOURS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN JOS SOUTH LOCAL GOVERNMENT AREA, PLATEAU STATE, NIGERIA

BY

¹Ezekiel D. Yarima, ²N. I. Timson & ³Tolutope I. Oke
Department of Educational Foundations, University of Jos, Nigeria.
Email: oketi@unijos.edu.ng

Abstract

This study examined principals' leadership behavior and teachers' job performance in public senior secondary schools in Jos south local government area, Plateau state, Nigeria. Four objectives were formulated and four research questions were answered for the study. The study adopted descriptive survey research design. The population comprised 326 teachers and 20 principals in 20 Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, while the sample size of the study comprised of 80 teachers and 10 principals. Two researchers self-developed instruments "Principals' Leadership Behaviour Questionnaire", PLBQ and "Teachers' Job Performance Scale", TJPS were used. The PLBQ and the TJPS have two sections each. The first section obtained respondents personal data. The second section is analytical and is concerned with the issues under investigation. The instruments have 31 and 44 items respectively, using a five (5) point rating scale made up of Always, Often, Occasionally, Seldom and Never. Content validity of the instruments was established through experts' judgment, two from Educational Management (EDM) and one from Research, Measurement and Evaluation (RME) Unit, all from the Department of Educational Foundations, University of Jos. Kendall's coefficient of concordance was used to judge the agreement among the experts and Kendall coefficient value of 0.731 was obtained for the instruments, The internal consistency of (PLBQ & TJPS) was obtained using the Cronbach Alpha method. Reliability coefficients of 0.89 and 0.94 were obtained respectively. The instruments were administered in each school concurrently using face- to- face method of data collection. Descriptive statistics such as percentage, mean and standard deviation was employed to answer research questions. Findings revealed that principals' visionary leadership behavior is perceived as infrequent, principals' instructional supervision influences teachers' job performance to a moderate extent; there is weak relationship between principals' reward system and teachers' job performance. It also revealed that involving teachers in decision-making positively influence their job performance. It was therefore recommended that: Principals should create a strong vision around common objectives as well as, share school related tasks with employees to be able to achieve the set goals. Rewards system should be encouraged by school principals to teachers. Principals should encourage teachers and involve them in decision-making to enhance team work in senior secondary schools among others.

Keywords: Principals, Leadership Behaviours, Teachers' Job Performance, Public School

Introduction

Leadership in secondary school occupies a centre stage in the formulation and implementation of school policies to ensure that school goals are achieved. Through leadership, academic standards are met, relationship among teachers are fostered as well as the leader becomes accountable for the overall well-being of the institution. The behavioural disposition of the leader, given the enormous role he plays, either mars or enhances performance among teachers, students and other key players in the school system. This implies that there would hardly be any meaningful progress in the secondary school system without the principals demonstrating the right leadership behaviours in schools (Danbaba, Panshak & Ibrahim, 2021). Teachers equally play pivotal roles in the implementation of

secondary school curriculum, enforcement of school policies and molding the character of students to become useful members of the society. In view of the key role secondary education plays in the development of Nigeria and the world over, it is imperative to give much attention to issues that threaten the realization of national educational goals with a view to resolving them.

According to Federal Republic of Nigeria, FRN (2014), secondary education aims at preparing the child for useful living as well as for higher education. To achieve the aim of secondary education, principals are expected to provide leadership behaviours that motivate the teacher to work hard, develop greater confidence in his ability to influence the learner to perform better as well as develop values that are in tandem with the vision and mission of secondary education. This brings to mind the question, how have principals and teachers been collaborating with one another to ensure that the lofty goals of the secondary education are achieved? The enormous benefits of secondary education would not be undermined but pursued through a demonstration of leadership behaviours that promote greater teacher performance. Principals' leadership behaviours such as visionary leadership, decision – making, reward and instructional supervision have been identified in this study as factors capable of influencing teachers' job performance. First, visionary leadership of principals is an embodiment of the desires, insights or focal point which a principal has thoughtfully created for the future of his school. Such desires are often anchored on the core values of the school and it is believed that when school visions are pursued, it would bring about the realization of the very essence of the school's existence. Visionary leadership spells out in clear terms what a school stands for and possibly clarifies priority for team members; the teachers (Ingram, 2024). This means that where visionary leadership thrives in a school, teachers do not wonder in the dark about what is expected of them. Instead, the teachers are expected to key into the vision and mission of the school with the view to achieving them.

Decision-making, as leadership behaviour of the principal, centres on making choices from among multiple options available to the principal in relation to the leadership he provides for teachers and non-teaching staff within the school community. The principal has to deal with the question of whether to handle all matters relating to decision making alone or involve teaching staff in deciding on the issues. Areas in which principals are required to take decisions include issues on discipline, school policy, academic programmes, subjects taught, school calendar, programmes of action and selection of prefects. Decision - making becomes collaborative when principals involve teachers in choosing the programmes or activities to embark upon in the school (Abama, 2019). The success of the programme would be seen as victory for all. Reward making as a component of the principals' leadership behaviour is a demonstration of appreciation towards the teacher for a job well done. Some principals at school level appreciate their teachers with gifts such as awards, books, money or public praise which are capable of motivating the teacher to perform better. With rewards from principals to teachers on account of jobs well done, the teachers are not left in the dark as to whether they are doing the right thing or not because positive rewards are signs of approval (Daghil, 2012).

Similarly, instructional supervision in secondary schools is a very important aspect of the principals' leadership behaviour. It is a measure put in place by principals to oversee teachers' tasks Abama, (2019). This involves verifying the level of teachers' preparedness for lessons, the lesson delivery and whether or not the lessons are well planned and covering all aspects of the lesson contents as enshrined in the curriculum and the scheme of work. Supervision of instruction includes observing to see if teachers employ the right teaching methodology in their lesson delivery. The principal corrects, guides and /or suggests to the teacher better ways to bring about effective teaching and learning experiences (Babilio, 2023). Based on this background, it is imperative to examine the

relationship between the leadership behaviours of principals and the job performance of teachers in Jos South Local Government Area, Plateau State, Nigeria.

Literature Review

Ingram (2024), conducted a study on the relationship between school principals' leadership behaviours and teachers' job satisfaction: a systematic review in Turkey. The aim of the study was to investigate the relationship between school principals' leadership behaviours and teachers' job satisfaction. It was found that transformational leadership style has stronger relationship with teachers' job satisfaction compared to interactive leadership behaviour and where an important part of job satisfaction. On the other hand, principals' servant leadership behaviour were found to be important variable. It was recommended that school principals should have mutual communication with teachers, help and support them exhibit behaviours based on justice, equality and honesty. They were to create a strong vision around common objectives as well as share school related tasks with employees among others.

Edi, Sudadin, Rusdiyani and Suryadi, (2024) investigated on the impact of school principals' leadership, academic supervision and achievement motivation on teacher performance in Tangerang City, Indonesia. The findings of this research showed that there is a direct connection between the principal's leadership and academic supervision, which exhibit a positive association. The principal's leadership has a direct and beneficial impact on teacher performance. There is also a positive association between academic supervision and teacher performance. Again, there is a positive association between achievement motivation and teacher performance. Danladi (2018) conducted a survey on Effects of Leadership Styles on the Performance of Teachers in Secondary Schools in Kagarko Local Government Authority, Kaduna State. The purpose of the study was to examine the effects of democratic leadership style, autocratic leadership style and participative leadership style on their ability to influence work and productivity in Kagarko LGA, Kaduna State in a manner that creates efficiency. It was found that principals' leadership quality propels effective productivity in a school system. It was also found that proper and effective supervision by the principal gives room for high productivity in the school system and that when teachers are being appraised, they work effectively. It was then recommended by the researcher that government should allocate funds to principals to be able to organize seminars and workshop for teachers and principals should consult teachers before taking decisions regarding school programmes.

Elujekwute, Nyitar and Elujekwute (2021) conducted a study on Occupational Stress and Teachers' Job Performance in Secondary Schools in Makurdi Education Zone of Benue State, Nigeria. The study investigated the influence of occupational stress on teachers' job performance in secondary schools in Makurdi Education zone of Benue State. The findings revealed that delayed/non-payment of salaries; working condition and lack of in-service training significantly influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. Based on the findings of the study, it was recommended among others that there should be prompt and regular payment of teachers' salaries and allowances by school administrators so as to make them happy and feel relieved of the stress of work. Government should create enabling working conditions for teachers. Also, the professional development of teachers should be a top priority by the educational administrators so as to improve their knowledge and skills. Wakala, Danjuma and Bashir (2022) conducted a study on the topic, "Welfare and Teachers' Job Performance in Public Secondary Schools" in Danko Wasagu Local Government Area, Kebbi State, Nigeria. The study sought to examine the influence of teachers' welfare on their job performance in public secondary schools in Danko-Wasagu Local Government, Kebbi State. The major finding of the study was that there

exists a positive relationship between welfare reward and teachers' job performance. This means that where teachers are well taken care of, it goes along to positively influence their job performance.

Ndidi, Obilor, Nwogbo and Ubah (2023) examined the influence of principals' leadership styles on teachers' job performance in secondary schools. The purpose of the study was to find out how transformational and instructional leadership styles of principals could affect teachers' performance in teaching and learning in public secondary schools in Awka South Local Government Area of Anambra State. The findings of the study showed that principals in Awka LGA of Anambra State exercised a high level of transformational leadership style and low level of instructional leadership style. The study recommended, on the basis of the findings, that the Ministry of Education of Anambra State should organize professional development on school leadership to help strengthen principals' leadership practices and a post – primary school service commission should organize leadership capacity-building programmes to empower the principals on the best practices of instructional leadership style that will enhance teachers' job performance.

Research Objectives

The aim of the study is to examine the relationship between principals' leadership behaviours and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria. Specifically, the study seeks to:

1. find out how Principals' visionary leadership behaviour influences teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria;
2. find out the nature of relationship between principals' reward system and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria;
3. Determine the extent to which Principals' instructional supervision influences teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria;
4. find out how Principals' involvement of teachers in decision - making influences teachers' job performance in Public Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria;

Research Questions

The following Research Questions will be used for the study:

1. How does Principals' visionary leadership behaviour influence teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?
2. What is the relationship between Principals' reward system and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?
3. To what extent does Principals' instructional supervision influence teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?
4. How does the involvement of teachers in decision – making process influence teacher' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?

Methodology

This section described the method and procedure that was employed in the course of the study. The study adopted descriptive and correlational research design. The population comprises 326 teachers and 20 principals in 20 Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria while the sample size of the study comprised of 80 teachers and 10 principals in 10 Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria. Two researchers self developed instruments were used for data collection. These are: Principals' Leadership Behaviour Questionnaire, PLBQ and Teachers' Job Performance Scale, TJPS. The PLBQ and the TJPS have two sections each. The first section of each questionnaire is descriptive where information was obtained from respondents about their personal data. The second section is analytical and is concerned with the issues under investigation. The leadership behaviours of principals as they influence teachers' job performance was measured using a five (5) point rating scale made up of Always, Often, Occasionally, Seldom and Never. Again, the Teachers' Job Performance Scale with 31 items covering various aspects of the teachers' performance was rated by Principals, while the teachers on their own part responded to the questionnaires measuring principals' leadership behaviours which have 44 items. Content validity was established for the Principals' Job Performance Questionnaire, and Teachers' Job Performance Appraisal Scale through experts' judgment where the two instruments were given to three experts for scrutiny; two from Educational Management (EDM) and one from Research, Measurement and Evaluation (RME) Unit, all from the Department of Educational Foundations, Faculty of Education, University of Jos. Kendall's coefficient of concordance was used to judge the agreement among the experts and Kendall coefficient value of 0.731 was obtained for the instruments, The internal consistency of all the items of the questionnaires (PLBQ & TJPQ) was obtained using the Cronbach Alpha method. Reliability coefficients of 0.89 and 0.94 were obtained respectively. The criteria for acceptance of the reliability of instrument stands at 0.7 and above according to (Bhandari, 2023). Thus, the instruments are reliable. The researcher visited the sampled schools one after the other to personally administer the questionnaires to the respondents with the assistance of two research assistants. The instruments were administered in each school concurrently using face- to-face method of data collection and the two research instruments (PLBQ and TJPAS) were scored using the 5- Point Scale namely: Always, Often, Occasionally, Seldom, Never and Poor, Fair, Good, Very Good and Excellent respectively and as appropriate. The criterion mean is 3. This means that any item that scores a mean of less than 3 was rejected while any item with 3 and above mean score was considered strong enough for acceptance. Descriptive statistics was employed to analyze the data gathered from respondents. Descriptive statistics such as percentage, mean and standard deviation was employed to answer research questions.

Results

Research Question One

How does principals' visionary leadership behaviour influence teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?

Table 1: Influence of Principals Visionary Leadership Behaviour on Job Performance

S/N	Statement	Always (5)	Often (4)	Occ (3)	Seldom (2)	Never (1)	N	Mean	Std	Decision
1.	The principal presents clear vision and mission to the school community	-	-	-	32	48	80	1.40	516	Infrequent

2.	The principal communicates the vision and mission of the school to teachers.	24	56	-	-	80	3.30	483	Frequent
3.	The principal insists that teachers should work towards realising school vision and mission	-	56	24	-	80	2.78	441	Infrequent
4	The principal motivates teachers to pursue school vision	32	48			80	3.40	.516	Frequent
5	Principal provides teachers with resources needed for the realization of the school vision		80			80	3.00	.000	Frequent
Grand Mean							2.76		Infrequent

Occ = Occasionally

Table 1 showed the responses on how principals' visionary leadership behavior influence teachers' job performance. The mean ratings for frequent ranged from 2.78 to 3.40, which indicates that principal often communicate their school's vision and mission, motivates teachers to pursue school vision and provides teachers with resources needed for the realization of the school vision. items rated infrequent had mean scores of 1.40 and 2.78 which shows that principals seldom present clear vision and mission to the school community and insists that teachers should work towards realising school vision and mission. Since the grand mean of 2.76 is below the criterion mean of 3.0, it suggests that, on average, the principals' visionary leadership behavior is perceived as infrequent or not strongly influencing job performance.

Research Question Two

What is the relationship between principals' reward system and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?

Table 2: Relationship between Principals' Reward System and Teachers' Job Performance

Variable	N	Mean	Std	R
Principals Reward System	80	19.90	5.65	038
Job Performance	80	89.90	14.75	

Table 2 shows the relationship between principals' reward system and teachers' job performance. The principals' reward system had a mean of 19.90, while teachers' job performance recorded a mean of 89.90. The correlation coefficient ($r = .038$) suggests a weak positive relationship. This means that while reward systems are in place, they contribute only marginally to teachers' job performance. Therefore, there is weak relationship between principals'

reward system and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria.

Research Question Three

To what extent does Principals' instructional supervision influence teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?

Table 3: Extent Principals' Instructional Supervision Influence Teachers' Job Performance

Extent of instructional supervision	Range	N	%
Low	1-8	8	10
Moderate	9-16	64	80
High	17-25	8	10
Total		80	100

Table 3 shows the analysis on the extent principals' instructional supervision influence teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria. The results revealed that 8(10%) of respondents rated the extent as low, 64(80%) rated it as moderate, while 8 (10%) rated it as high. The findings imply that principals' instructional supervision influences teachers' job performance to a moderate extent in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria.

Research Question Four

How does the involvement of teachers in decision – making process influence teacher' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria?

Table 4: How Involvement of Teachers in Decision Making Process Influence Teacher' Job Performance

S/N	Statement	Al (5)	Oft (4)	Occ (3)	Se (2)	Ne (1)	N	Mean	Std	Decision
1	Teachers' opinions are sought on matters that affect them.	-	-	-	40	40	80	1.50	.527	Infrequent
2	The principal works towards whole staff consensus in establishing priorities for school goal.	32	24	16	8	-	80	4.00	1.05	Frequent
3	Teachers are involved in decision making relating to programmes and instruction.	16	48	8	8	-	80	3.90	.876	Frequent
4	Principal respects the decision of teachers	24	40	16			80	4.10	.738	Frequent

5	Principal give teacher's incentive to participate in the school decision making process	8	56	16	80	3.90	.568	Frequent
Grand Mean						3.48		Frequent

Al = Always; Oft = Often; Occ = Occasionally; Se = Seldom; Ne = Never

Table 4 shows the responses on teachers' involvement in decision-making and its influence on their job performance. The mean ratings for frequent ranged from 3.90 to 4.10, showing that principal works towards whole staff consensus in establishing priorities for school goal, teachers are involved in decision making relating to programmes and instruction, principal respects the decision of teachers and that principal give teachers' incentive to participate in the school decision making process. Also, item 1 has a low mean rating of 1.50, indicating that teachers' opinions are not sought on matters that affect them. With a grand mean of 3.48, the findings suggest that involving teachers in decision-making positively influence their job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria.

Discussion

It was found that principal often communicates their school's vision and mission, motivates teachers to pursue school vision and provides teachers with resources needed for the realization of the school vision. This agreed with Ingram (2024) who found that transformational leadership style has stronger relationship with teachers' job satisfaction. This shows that principals often present clear vision and mission to the school community and insists that teachers should work towards realizing school vision and mission. Suggested that school principals should have more mutual communication with teachers, help and support them exhibit behaviours based on justice, equality and honesty. They were to create a strong vision around common objectives as well as share school related tasks with employees among others. There is a weak relationship between principals' reward system and teachers' job performance in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria. This was in tandent with Wakala, Danjuma and Bashir (2022) who in their study found positive relationship between welfare reward and teachers' job performance. Elujekwute, Nyitar and Elujekwute (2021) stated that delayed/non-payment of salaries; working condition and lack of in-service training significantly influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. This means that where teachers are well taken care of, it goes along to positively influence their job performance. Principals' instructional supervision influences teachers' job performance to a **moderate extent** in Public Senior Secondary Schools in Jos South Local Government Area, Plateau State, Nigeria. This agrees with Danladi (2018) who found that proper and effective supervision by the principal gives room for high teachers' productivity in the school system and that when teachers are being appraised, they work effectively. This disagree with the findings of Ndidi, Obilor, Nwogbo and Ubah (2023) who found a high level of transformational leadership style and low level of instructional leadership style and agree with Edi, Sudadin, Rusdiyani and Suryadi, (2024) who found a direct connection between the principal's leadership and academic supervision and a positive association between academic supervision and teacher performance. School service commission should organize leadership capacity-building programmes to empower the principals on the best practices of instructional leadership style that will enhance teachers' job performance. Principal works towards whole staff consensus in establishing priorities for school goal, teachers are involved in decision making relating to programmes and instruction, principal respects the decision of teachers and that principal give the teachers incentive to participate in the school decision making process. The study of Danladi (2018) agreed with the findings that principals should consult teachers before taking decisions regarding school

programmes. But item 1 has a low mean rating of 1.50, indicating that teachers' opinions are not sought on matters that affect them. With a grand mean of 3.48, the findings suggest that involving teachers in decision-making positively influence their job performance.

Conclusion

Based on the findings of the study, it is concluded that effective leadership behavior is a prerequisite for higher job performance of every teachers in secondary schools, the welfare and good working environment is paramount. It was therefore recommended that:

1. Principals should create a strong vision around common objectives as well as share school related tasks with employees to be able to achieve the set goals.
2. School service commission should organize leadership capacity-building programmes to empower the principals on the best practices of instructional leadership style that will enhance teachers' instructional delivery and teachers' job performance.
3. Rewards system should be encouraged by school principals to teachers. These include recognition, peripheral benefits, and rewards for job well done should be made in senior secondary schools.
4. Principals should encourage teachers and involve them in decision-making to enhance team work and appreciation in senior secondary schools.

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