



**PRINCIPALS' USE OF PERFORMANCE MANAGEMENT AND EMPLOYEE
WELFARE AS CORRELATES OF ORGANIZATIONAL PERFORMANCE OF
PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE**

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ABSTRACT

The study investigated principal use of performance management and employee welfare as correlates of organizational performance of public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design the population of the study comprised 8187 teachers of 267 public secondary school in Anambra State. The sample of 819 teachers was used for the study. Proportionate satisfied and simple random sampling technique was used to draw sample of the study performance management questionnaire (PMQ) and employee welfare questionnaire (EWQ) were used for data collection. The instruments were subjected to face and construct validation by three experts. The reliability of the instrument was defined using Cronbach Alpha coefficient method and the average coefficient for PMQ is 0.875 considered reliable and suitable for the study. The study revealed that principals use of performance management ($r = 0.809$; $p = 0.000$) showed strong positive correlation to organizational performance of public secondary schools in Anambra State. Based on the findings, the study recommended among others that schools should operationalized clear and measurable performance benchmarks and conduct regular staff appraisals and offer constructive feedbacks.

Keywords: Performance Management, School Administers Appraisals, Welfare Packaged, Fringe Benefits, Staff Welfare.

Introduction

In today's competitive environment, any organization that wants to grow and progress must focus on continuous performance. Organizational performance is defined as a set of financial and non-financial indicators that reveal the degree to which predetermined goals have been met. Financial indicators, according to the authors' thinking, focus on an organization's ability to maximize return on investment or asset and increase market share, whereas non-financial indicators focus on the organization's competitiveness, innovation, and social responsiveness in achieving its predetermined goals.

Organizational performance as the extent to which an organization achieves its strategic goals through effective resource utilization and management (Akinola, 2018). This definition emphasizes the importance of aligning institutional objectives with available resources to optimize productivity and efficiency in public secondary schools. Schools that efficiently allocate resources, such as teachers, infrastructure, and finances, tend to achieve better academic outcomes and staff satisfaction. Okeke and Adeyemi (2019) described organizational



performance as the ability of an institution to meet its set objectives while maintaining operational effectiveness. This definition highlights the role of clear goal-setting in achieving high performance. In public secondary schools, this involves academic excellence, effective leadership, and student discipline, all of which contribute to a school's overall success.

Organizational performance as a measure of how well an organization fulfills its mission through productivity, innovation, and employee satisfaction (Eze & Nwankwo, 2020). This perspective underscores the significance of innovation and staff morale in driving institutional performance. In secondary schools, motivated teachers and administrators are more likely to implement creative teaching methods that enhance students' academic performance. Ojo (2021) explains organizational performance as the efficiency and effectiveness with which an institution converts inputs into desired outcomes. This definition aligns with the concept of performance measurement through key performance indicators (KPIs). In the educational sector, student success rates, teacher efficiency, and administrative effectiveness serve as essential metrics for evaluating school performance.

Organizational performance as the degree to which an organization adapts to external changes while sustaining internal stability (Adebayo, 2022). This definition stressed the importance of flexibility in responding to challenges such as policy reforms, technological advancements, and demographic shifts in schools. Effective school leadership ensures that institutions remain adaptable while maintaining high standards of education. Umar and Sulaimon (2023) define organizational performance as a multidimensional concept encompassing financial stability, stakeholder satisfaction, and continuous improvement. This definition recognizes the need for public secondary schools to ensure fiscal responsibility while enhancing student learning experiences and maintaining positive relationships with parents, teachers, and the government.

In this study, organizational performance in the context of secondary schools refers to the overall effectiveness and efficiency with which a school achieves its educational goals and objectives. This includes the quality of teaching, student academic achievement, resource utilization, leadership effectiveness, teacher performance, and the fulfillment of the school's mission. Performance indicators may encompass student outcomes such as exam results, graduation rates, and skill acquisition, as well as non-academic aspects like student engagement, teacher morale, and community involvement. Additionally, it reflects how well the school manages its resources, implements policies, and adapts to changes in education systems or societal needs. Organizational performance in secondary schools is often measured through internal assessments, external evaluations, and feedback from stakeholders such as students, parents, and staff.

Organizational performance is a crucial determinant of the success and effectiveness of secondary schools. It refers to the extent to which a school achieves its educational goals, delivers quality teaching, manages resources effectively, and creates a conducive learning environment for students. In Nigerian secondary schools, organizational performance has a significant impact on academic achievement, school culture, leadership, stakeholder satisfaction, and long-term sustainability. This essay highlights the importance of organizational performance in secondary schools, emphasizing its role in improving academic outcomes, fostering a positive school climate, ensuring effective leadership, enhancing stakeholder engagement, optimizing resources, and ensuring continuous development.

The primary purpose of secondary schools is to provide quality education that prepares students for higher education and the workforce. High organizational performance directly impacts academic achievement by ensuring that the curriculum is well-structured, teaching methods are effective, and students receive adequate support (Adeyemi, 2020). When a school



is well-organized, it facilitates the implementation of best practices in teaching, learning, and assessment. This leads to improved student performance in exams, higher graduation rates, and the acquisition of necessary life skills.

Organizational performance also enables schools to implement data-driven approaches to track student progress and identify areas where intervention is needed (Ofoegbu, 2024). For instance, performance reviews and assessments allow teachers and administrators to provide targeted support to students who are struggling, whether through tutoring programs or tailored learning plans. By prioritizing organizational performance, schools are better equipped to meet the academic needs of students and improve learning outcomes.

Effective leadership is a cornerstone of high organizational performance in secondary schools. School leaders, including principals and other administrators, play a critical role in setting the direction of the school, establishing policies, and ensuring the smooth operation of daily activities (Ofoegbu, 2024). Strong leadership is key to creating an environment that supports academic achievement, professional development, and student well-being. In schools where leadership is aligned with the school's mission and objectives, there is greater clarity in decision-making, more efficient use of resources, and a stronger sense of purpose among staff and students.

Performance management is the process of setting clear expectations, monitoring progress, and evaluating employee performance to ensure alignment with organizational goals (Siraj & Hågen, 2023). This involves regular assessments of teachers' effectiveness, feedback sessions, and goal setting to improve educational outcomes. Similarly, Anyim and Mole (2021) defined performance management as the ongoing process of managing and improving employee performance through continuous feedback, coaching, and training. This process is used to foster professional growth among teachers, which in turn enhances teaching quality and school productivity.

Performance management ensures that teachers meet established educational standards. Otaka (2023) asserted that regular performance evaluations, feedback, and goal-setting processes help to improve teacher effectiveness, which directly influences student achievement and school success. Schools with strong performance management systems see significant improvements in both teaching quality and academic outcomes. Nyende (2021) also noted that without proper performance management, teachers may lack the necessary guidance to improve their skills, resulting in poor student performance and overall school inefficiency. In a similar vein, another identified factor of human resource management that correlates to organizational performance is employee welfare.

Employee welfare are the various services, benefits, and facilities provided by an organization to ensure the physical, mental, and social well-being of employees (Abasili, et. al., 2023). Employee welfare includes provisions such as health benefits, housing allowances, and access to professional development opportunities to enhance teachers' job satisfaction and productivity. Similarly, Emmanuel (2021) defined employee welfare as efforts made by an organization to create a conducive working environment that balances professional and personal life. This includes adequate compensation, stress management programs, and recreational facilities aimed at improving teachers' morale and performance.

When schools provide welfare benefits such as health insurance, housing allowances, and professional development opportunities, teachers are more motivated to perform their duties effectively. Ogunleye and Adebayo (2021) found that schools with strong welfare programs experience higher teacher retention and improved student outcomes due to enhanced teaching quality. Conversely, inadequate welfare provisions lead to low morale, absenteeism, and reduced commitment among teachers, negatively impacting school performance. Nwankwo



(2020) highlighted that addressing welfare needs not only enhances teacher efficiency but also contributes to a conducive learning environment, fostering overall organizational success in secondary schools. In line with human resources, leadership skills have been identified to correlates to performance of secondary schools.

Statement of the Problem

The problem of declining organizational performance in public secondary schools in Anambra State, Nigeria, is multifaceted and rooted to significant challenges related to human resource management (HRM) and leadership skills. Despite the critical importance of organizational performance in achieving educational objectives, Nigerian secondary schools, particularly in Anambra State, continue to face numerous obstacles that hinder their effectiveness. These challenges include inadequate teacher recruitment, a lack of professional development, poor motivation and welfare, and ineffective leadership. The shortage of qualified teachers is particularly severe due to inadequate recruitment practices and unattractive working conditions.

Purpose of the Study

1. Ascertain performance management as correlate of organizational performance in public secondary schools in Anambra State.
2. Find out employee welfare as correlate of organizational performance in public secondary schools in Anambra State.

Research Questions

This study was guided by the following research questions:

1. What is the correlation between performance management and organizational performance in public secondary schools in Anambra State?
2. What is the correlation between employee welfare and organizational performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant correlation between performance management and organizational performance in public secondary schools in Anambra State
2. There is no significant correlation between employee welfare and organizational performance in public secondary schools in Anambra State

Research Method

The study adopted correlational research design. According to Creswell (2021:2), a correlational research design is a non-experimental method used to explore the relationship between two or more variables. In this design, the researcher observes the variables as they naturally occur, without manipulation, to identify any patterns or associations. The aim is to determine whether a statistical correlation exists, which can be positive, negative, or non-existent. Taseer (2020) further noted that while correlational research is effective in identifying relationships and predicting trends, it cannot establish causality. The area of the study was in Anambra State, Nigeria. Anambra State is divided into six education zones: Aguata, Awka, Nnewi, Onitsha, Ogidi, and Otuocho, with a total of 267 public secondary schools. The population of the study was 8187 teachers in public secondary schools in Anambra State (Planning, Research and Statistics Department, Post Primary Schools Service Commission



(PPSSC), Awka Anambra State, 2025. The sample of 819 teachers were used for the study. Multistage sampling procedure comprising proportionate stratified and simple random technique were used for the study. Proportionate stratified random sampling technique were used to divide the public secondary schools into six strata according to the education zones and 80% of the schools was drawn from each education zones for good representation. 42 schools in Aguata zone, 53 in Awka zone, 39 in Nnewi zone, 32 in Ogidi zone, 26 in Onitsha zone, and 23 in Otuocha zone making a total of 215 schools. Simple random sampling was further used to select 5% of the teachers from each of the education zone. Thus, 134 teachers in Aguata zone, 200 in Awka zone, 133 teachers in Nnewi zone, 130 teachers in Ogidi zone, 145 in Onitsha zone and 75 teachers in Otuocha zone. Thus, a total of 819 teachers representing 10% of the entire population of 215 schools representing 80% of the entire public secondary schools in Anambra was used for the study.

The instruments were subjected to face and construct validation. The face validity was done by three experts. One in Measurement and Evaluation and two from Educational Management all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. These experts examined the instrument in terms of its relevance, item format, clarity of words used whether the items were understandable, appropriateness of content and suitability in answering research questions. In order to determine the reliability of the instrument, a trial testing was carried out using a sample of twenty (30) teachers in public secondary schools in Enugu State which is outside the area of study. The choice of Enugu state is because the state is close to Anambra State and both states share a similar administrative structure in their secondary school system. Pearson Product Moment Correlation Coefficient was used to answer all the research questions and test all the hypotheses at 0.05 level of significance. This statistical tool was appropriate for the study because this was a correlational research study that tends to measure the direction and magnitude of relationship between the quantitative independent variables by the quantitative dependent variables

Analysis of the Research Questions

Research Question One: What is the correlation between performance management and organizational performance in public secondary schools in Anambra State?

Table 1: The correlation between performance management and organizational performance in public secondary schools in Anambra State

Variables	N	Organizational Performance	Performance Management	Remark
Organizational Performance	819	1.00	.809**	Very Strong Positive Correlation
Performance Management	819	.809**	1.00	

Table 1 showed the correlation between performance management and organizational performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.809 with a sample size of 819 teachers. This showed that there is a very strong positive correlation between performance management and organizational performance in public secondary schools in Anambra State.



Research Question Two: What is the correlation between employee welfare and organizational performance in public secondary schools in Anambra State?

Table 2: The correlation between employee welfare and organizational performance in public secondary schools in Anambra State

Variables	N	Organizational Performance	Employee Welfare	Remark
Organizational Performance	819	1.00	.857**	Very Strong Positive Correlation
Employee Welfare	819	.857**	1.00	

Table 2 x-rayed the correlation between employee welfare and organizational performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.857 with a sample size of 819 teachers. This suggests that there is a very strong positive correlation between employee welfare and organizational performance in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One: There is no significant correlation between performance management and organizational performance in public secondary schools in Anambra State.

Table 3: Test of Hypothesis Three

Variables	N	Organizational Performance	Performance Management	P-Value	Remark
Organizational Performance	819	1.00	.809**	.000	Significant
Performance Management	819	.809**	1.00		

Table3 shows the test of hypothesis three on the correlation between performance management and organizational performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.806 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This showed that there is a significant strong positive correlation between performance management and organizational performance in public secondary schools in Anambra State.

Hypothesis Two: There is no significant correlation between employee welfare and organizational performance in public secondary schools in Anambra State.

Table 4: Test of Hypothesis Two

Variables	N	Organizational Performance	Employee Welfare	P-Value	Remark
Organizational Performance	819	1.00	.857**	.000	Significant
Employee Welfare	819	.857**	1.00		

Table 4 showed the test of hypothesis four on the correlation between employee welfare and organizational performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.857 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This suggests that there is a significant strong positive correlation between employee welfare and organizational performance in public secondary schools in Anambra State.

Discussion of the Findings

The findings of the study as shown in table 3 revealed that there was a significant strong positive correlation between performance management and organizational performance in public secondary schools in Anambra State. This finding indicated that when performance management systems are robust—featuring goal-setting, monitoring, appraisal, feedback and



consequent follow-up they correspond with improved school outcomes. Key organisational performance indicators include teachers' job performance, student academic outcomes and institutional effectiveness. The correlation suggests that variations in performance management practices account for a large and statistically significant portion of variance in organisational success. These finding echoes established models in educational management asserting that systematic performance oversight and reinforcement foster measurable improvements in school performance.

Supporting evidence emerges from Okaforcha and Okonkwo's (2025) found that decision-making strategies and monitoring strategies positively and significantly predicted teachers' job performance, thereby reinforcing the notion that performance management drives organisational performance. Furthermore, Ogboet. al., (2018) findings affirmed a moderate to high positive relationship between staff development programmes akin to performance appraisal and feedback interventions and teachers' job performance in schools. Together, these studies validate the original finding through empirical correlational and predictive analyses within the same Nigerian educational context.

Additional support appears in broader Nigerian research on managerial and administrative practices. Ezeugbor & Emere (2025) findings agreed that appraised principals' managerial practices in Anambra and concluded that supervisory and instructional leadership practices significantly enhanced teacher effectiveness, a core component of organisational performance (Ezeugbor & Emere, 2018 citing earlier models). Similarly, Okoye and Ogwurumba (2023) found that administrative and communication strategies adopted by principals improved teachers' job performance in Onitsha schools, implying that strong performance management structures correlate with better organisational output. These findings converge with the main study, underscoring the robust link between performance governance and institutional performance metrics.

However, critiques challenge whether the strong correlation observed truly implies causation or is moderated by other variables. Ndidi Loretta Okeke et al. (2023) found high levels of transformational leadership but low instructional leadership in Awka South, suggesting that leadership style alone, without an integrated performance management loop, may not significantly uplift teachers' performance. Moreover, Okeke & Obiezue (2025) revealed that principals' decision-making and delegation practices only had low to moderate influence, casting doubt on whether comprehensive performance management in itself suffices to drive organisational outcomes. These critiques call for a more nuanced inspection of mediating variables and contextual contingencies.

Bridging these perspectives, likely reasons for the observed strong correlation include alignment and accountability mechanisms: performance management systems clarify expectations, align teacher goals with school objectives and foster accountability through regular feedback and monitoring. Principals' inclusive decision-making and delegation highlighted by enhancing trust and ownership, boosting motivation. Staff development programmes, reinforce skill development and responsiveness to feedback, strengthening competence. Additionally, effective supervision and communication suggest, create an enabling environment. Together, these structural, behavioural and developmental mechanisms operate in tandem to yield the significantly strong positive correlation observed.

The findings of the study as shown in table 4 revealed that there was a significant strong positive correlation between employee welfare and organizational performance in public secondary schools in Anambra State. This finding suggested that enhanced welfare provisions such as health benefits, appropriate leave policies, transportation allowances, recognition and recreational facilities are strongly associated with improved institutional performance



indicators. These include reduced absenteeism, heightened teacher instructional quality, job satisfaction and commitment. In the studied context, welfare fluctuations explain a substantial and statistically significant portion of variance in schools' organisational outcomes. This result aligns with theories of social exchange and organizational support, which propose that investments in employee well-being yield reciprocal benefits in performance.

Evidence supporting this correlation exists in Nigerian empirical research. Okpe and Ejikeme (2024) findings showed that welfare packages covering medical, retirement, bonus and leave allowances have significant positive effects on employee motivation and service quality, demonstrating generalisable principles to educational settings. Additionally, Nwafor et al.'s (2023) found that staff welfare schemes significantly influenced job satisfaction, which in turn predicted higher employee productivity. Amah (2018) affirmed that These patterns reinforce that when welfare is deliberately structured and sustained, organisational performance enhances significantly.

Further theoretical backing comes from Akintoye and Ofobruku's(2022) review adopting equity theory found that staff welfare packages elevate motivation and heightened motivation drives productivity, creating a logical chain linking welfare to organisational success. Moreover, broader literature on employee well-being emphasises that workplace health promotion and supportive environments reduce absenteeism and foster engagement, both of which improve performance. In the Nigerian public secondary school context, Chaimongkol et al., (2018) found that these mechanisms likely operate through welfare provision creating trust, stability and psychological safety among teachers, boosting organisational outcomes.

However, critical voices caution that correlation may overstate causation. Ayankoya and Osimen (2023) found that maternity leave policy produced only a weak positive correlation with organisational outcomes, suggesting welfare interventions alone may yield modest gains, insufficient without broader structural supports. Further, research into work-family policies by Medina-Garrido et al., (2023) showed that mere access has no direct performance effect unless employee well-being mediates the relationship. This suggests that welfare must be meaningfully utilised and integrated within supportive culture and leadership to translate into tangible performance improvements.

Integrating these perspectives, probable reasons for the strong positive correlation include: welfare provisions enhance job satisfaction and reduce turnover, thereby sustaining teacher stability; health and recreation benefits lower absenteeism; leave policies and transport support reduce stress and absentee cost; recognition and equitable compensation build motivation. In Anambra civic institutions, principals' inclusive approaches to staff welfare foster a sense of organizational support, increasing engagement. Additionally, welfare schemes signal investment in staff, triggering reciprocal work-effort. Combined with aligned leadership and professional development, these mechanisms likely drive the substantial correlation observed between employee welfare and organisational performance.

Conclusion

In conclusion, the cumulative findings of this study provided compelling evidence that multiple human-centric variables significantly and positively correlate with organizational performance in public secondary schools in Anambra State. Each variable performance management, and employee welfare, which demonstrates a measurable and substantial impact on core performance indicators such as instructional quality, administrative efficiency, teacher collaboration and student achievement. The strength and consistency of these correlations reveal that organizational success is intricately linked to how schools manage and empower their



human resources. When effectively implemented, these components not only reinforce operational functionality but also create environments conducive to educational excellence and professional fulfilment. Thus, the study affirms that a comprehensive focus on staff development and workplace dynamics

Recommendations

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

1. Schools should operationalize clear and measurable performance benchmarks, conduct regular staff appraisals and offer constructive feedback.
2. Government and school administrators must improve teachers' working conditions by providing comprehensive welfare benefits such as health care, housing assistance, leave entitlements and transportation. These provisions will reduce burnout, increase morale and strengthen institutional commitment.

Contributions to Knowledge

Based on the findings of the study, the following have been contributed to knowledge:

1. The study adds to existing literature by elucidating the specific welfare components (e.g., health benefits, leave policies, recognition) that influence organizational performance. Employee welfare is a crucial aspect of achieving the goals and objectives of an organization, therefore the government school board and principals should improve welfare condition of teachers
2. An important contribution of this study is its identification of communication skills verbal, written and interpersonal—as statistically significant predictors of school performance.

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