



Principals' Leadership Typology and Teachers' Job Performance In Public Senior Secondary Schools In Rivers State, Nigeria

Oluwagbohunmi Daniel Olusoji (Ph.D)

University of Port Harcourt

Danielolusji22@gmail.com

ABSTRACT

This study examined principals' leadership typology and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. The study was guided by three objectives with corresponding research questions and hypotheses. Correlation survey research design was adopted for the study. The population of the study was 5,833 teachers in 320 public senior secondary schools in Rivers State. A sample size of 583 respondents representing 10% of the entire population was drawn using proportionate stratified sampling technique. A two-set questionnaire titled: Principals' Leadership Typology Questionnaire (PLTQ) and Teachers' Job Performance Questionnaire (TJPQ) served as the instrument for the study. The instruments were validated and reliability coefficients of 0.87 and 0.84 respectively were established using Cronbach alpha statistics. Pearson Product Moment Correlation (PPMC) statistics was used to answer the research questions, same statistics were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that principals' directive leadership typology, supportive leadership typology and participative leadership typology showed a significant relationships with teachers' performance in public senior secondary schools in Rivers State. Based on the findings, it was recommended among others that principals should stand up to their supervisory roles in order to increase the performance of teachers than to sit back in their offices and issue directives on what to be done by the teachers. Also, principals should support the teachers in the daily operation of the school by involving teachers in decision-making and implementation process, since it is confirmed that performance of staff can be positively increase under supportive leadership typology.

Keywords: Principals, Leadership Typology and Teachers Job Performance

Introduction

Schools are important spaces where the next generation is educated, and administrators bear a great deal of accountability for their affiliations. Leaders in educational institutions have the same challenges as leaders in other organizations: upholding the institution's objectives. The process of encouraging and supporting educators to work tirelessly toward the achievement of learning goals is known as school leadership. Head teachers who execute their tasks and functions in a way that contributes to their colleagues' job satisfaction appear to have different leadership typologies or have different behavioral patterns. The behaviors and interactions that principals have with teachers, students, parents, and other members of the school staff reveal the type of leadership they possess. The principals can create a favorable school climate if they exhibit strong leadership behaviors. Parents, staff, teachers, and students will all grow to feel more at ease and content with the instruction their kids are receiving.

On the other hand, one might presume that the reverse consequences might also hold true if the principal of the school is ineffective. Activating and focusing the abilities and energies of educators, learners, and parents toward the accomplishment of common educational objectives is the responsibility of school leadership. Throughout the 20th century, school leadership became popular for a variety of reasons. Demands for improved performance from students as well as expectations for reform and change were placed on schools. Alongside these demands, calls for school-level accountability were made. Maintenance and the status quo were no longer considered acceptable. Stability via supervision and control is linked to the phrases administration and management. Although the principle or head of the school is frequently seen as the school's leader, other people who support the school's goals and members of a formal leadership team can also be considered members of the school's leadership. The duties that instructors are given to complete inside the school system at a designated period in order to meet organizational objectives are referred to as their "job performance."

Thus, by recognizing and addressing their needs, principals may support the effective performance of their instructors. Many educators have expressed concerns about the principal's ability in carrying out these responsibilities. According to research, a lot of principals don't think that a teacher's ability to accomplish their job well depends on their leadership style. Some find it difficult to successfully manage their schools as a result. Effective leadership is said to have a good impact on teachers' performance. However, because they don't include teachers in important decision-making, some principals lack effectiveness as leaders. The head teacher sets the example in high-achieving schools, motivating staff and students to reach their full potential and reversing the trend of low performance and declining accomplishment.

Any organization, whether it be a company or an institution, needs strong leadership to develop and last. Because of its profound impact on the accomplishment of educational goals and school objectives, it is especially significant in the field of educational administration. According to Ezeuwa (2015), it is the act of motivating others to work assiduously and passionately toward achieving their goals. In a similar vein, Ukeje (2009) observes that effective leadership entails inspiring others to work enthusiastically and fervently in order to accomplish corporate objectives. Another facet of teachers' views of their line of work is teacher empowerment, which includes autonomy, respect for their profession, professional development, self-efficacy, autonomy, impact (teachers' views of their capacity to influence school life), and participation in choices that have a direct bearing on their job.

The word "leadership" has been employed in a number of contexts, including social work, business, politics, and academics. Leadership was once thought to be a personal skill. The degree to which a person exhibits leadership behavior is determined by the circumstances and surroundings in which they find themselves in addition to their own traits and aptitudes. People can join an organization to accomplish certain personal goals, therefore the degree to which they actively participate in it depends on how much they believe their membership will help them reach their goals. Therefore, if someone feels that an educational institution would help them reach their own aims and ambitions, they will support it; if not, their interest in the school will diminish.

The kind of leadership that exists in educational institutions has a big impact on how well teachers perform on the job and how interested and committed people are to the educational system. The strategy a leader use to steer their group toward accomplishing the objective of the company is referred to as leadership typology. All leaders, whether they work for a formal or informal organization, have a way of interacting with others in order to accomplish the goals and objectives of the latter. A leader's choice of leadership typology is contingent upon the circumstances of the moment. A manager's efficacy as a leader can be influenced by the leadership style they choose. Without a suitable leadership type, the growth and development of the organization, including educational institutions, could be compromised, and teachers may feel resentful, aggressive, insecure, and dissatisfied.

Effective communication amongst individual team members in a project is contingent upon a strong leadership style. Team communication is influenced by the manager's leadership abilities, and when information is shared appropriately, the team performs better. Appropriate communication channels and information sharing among team members are crucial to sustaining overall organizational productivity in increasingly complex environments and interdependent jobs. The way management leads can have a big impact on how well teams work together, get along with people, and stay cohesive in a project. Transformational leaders bring about change within an organization and encourage their colleagues. Previous studies indicate that this type of leadership improves staff morale, motivation, and organizational performance. An organization's worker satisfaction increases productivity and effectiveness. If subordinates receive good treatment, they'll be happier. People's attitudes on their work reveal how satisfied they are with their jobs. While dissatisfied workers have a negative attitude about their jobs, highly satisfied individuals have a good and favorable attitude toward their employment (Armstrong, 2006). A certain amount of research has shown statistical relationships between employee job satisfaction and leadership typologies.

The study's scope of leadership typology includes participative, supporting, and directive leadership styles. According to scholars, the directive leadership style is authoritarian in character; the leader dictates to the group how things should be done, forcing judgments onto them. This style of leadership is frequently observed in the military and other organizations. The leader only commands people to follow his or her decisions. He is an unforgiving opponent and a severe disciplinarian; he does not value other people's opinions. Manpower planning, the creation of solid personnel politics, management training for managers, staff development, and other standard welfare promotion for staff and students are among the key tactics of directed leader behavior. All of his abilities are centered in his hands, making it challenging for the crew to know what to do without him. The directive leader has all decision-making and power.

On the other hand, the supportive leadership style prioritizes the involvement of leaders and groups in the formulation of policies. It makes it possible for principals to assist teachers in defining their learning objectives and to collaborate with them to enhance education in order to achieve those objectives. Teachers require assistance from principals in changing their emphasis from what they are teaching to what the kids are learning. The instructional or supporting leader's job is to keep the school focused on its principal goal, which is to support every student's learning. The leader cultivates cordial connections and demonstrates consideration for the welfare and requirements of those under them. The leader is personable and demonstrates confidence. Among the most important things principals need to do in order to be effective supportive leaders in a professional learning community are to change the emphasis of instruction from teaching to learning, create collaborative structures and procedures that allow the school to work together to improve instruction, and make sure that professional development is continuous and goal-oriented.

When making decisions, a leader who practices participatory leadership would confer with his subordinates and give careful consideration to their opinions. A leader who practices participatory leadership encourages collaboration among all team members in decision-making. Democratic leadership, another name for participatory leadership, is when a manager invites all staff members to join in management teams. The performance of the teachers should be the basis for the principal's decision, regardless of the style of leadership the school chooses. A principal's managerial efficacy is determined by how well the school can achieve its goals and objectives. From the foregoing, it can be concluded that a teacher's leadership style has a significant impact on their performance. With this in mind, this paper examined the principal leadership typology and the job performance of teachers in public senior secondary schools in Rivers State, Nigeria.

1.2 Statement of the Problem

In Nigeria, the school administrator, also referred to as the principle, is in charge of secondary school management. The principal is usually a member of the academic faculty who has worked their way up to the job. They are supposed to exhibit an efficient administrative type that inspires strong followership because they are an accomplished academic who has probably had a variety of administrative positions, including class teacher, subject head, and student

adviser. Studies have indicated that the school's culture is shaped by the principal. They are the center of attention for school events, and their behavior has a big influence on how well the school does. It is therefore argued that the principal will be able to successfully oversee the school if they have strong administrative skills. In addition to their basic responsibilities of instructing and supervising students in the classroom, secondary school teachers also perform other tasks as delegated by the principal. It is common for teachers to take over parts of the principal's responsibilities, especially when it comes to making decisions. It's simpler to bring the workforce together when the principal and teachers get along well. According to these findings, the principal's main responsibility is to establish an environment that helps instructors perform to the required standard. It follows that there is a strong correlation between the work performance of teachers and the leadership style of principals. Indeed, similar research has demonstrated that teachers function better under various leadership typologies. Because leadership behavior has an impact on teachers' job performance, it is crucial for educational leaders to understand how it influences students' achievement. The researcher wanted to know if the directive, supporting, and participative leadership typologies of Rivers State public senior secondary school administrators had an impact on the work performance of teachers in these secondary schools. As a result, the study looked into the leadership style of principals and the effectiveness of teachers in Rivers State's public senior secondary schools.

1.3 Aim and Objectives of the Study

This study examined principals' leadership typology and teachers' job performance in public senior secondary schools in Rivers State. The specific objectives of this research were to:

1. determine the relationship between directive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
2. investigate the relationship between supportive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
3. ascertain the relationship between participative leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State

1.4 Research Questions

The following research questions guided the study:

1. Determine the extent of relationship between directive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
2. Examine the extent of relationship between supportive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
3. Ascertain the extent of relationship between participative leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.

1.5 Hypotheses

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

H₀₁: There is no significant relationship between directive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.

H₀₂: There is no significant relationship between supportive leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.

H₀₃: There is no significant relationship between participative leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.

2. Methodology

This study adopted a correlational survey design to ascertain the relationship between the independent variable (principals' leadership typology) and the dependent variable (teachers' job performance). The population of this study was 5,833 teachers (i.e. 2,844 male and 2,989 female) in 320 public senior secondary schools in Rivers State. (Source: Rivers State Senior Secondary Board, January, 2024). A sample size of 583 respondents representing 10% of the entire population was drawn using stratified random sampling technique. Questionnaire of two set was the instrument for the study, and it was titled: Principals' Leadership Typology Questionnaire (PLTQ) and Teachers' Job Performance Questionnaire (TJPQ). The instrument are two, with two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on PLTQ and TJPQ. Cronbach alpha reliability method was used to test the reliability of the instruments. The reliability coefficients of PLTQ and TJPQ are 0.87 and 0.84 respectively. For the data that were analyzed, Pearson Product Moment Correlation (PPMC) formula was used to answer the research questions, while same statistics was

used to test the corresponding hypotheses at 0.05 significance level with the help of statistical package in social science (SPSS). Elendu (2010) guide for interpreting nature of relationship was adopted: 0.00 – 0.19 = Very Weak, 0.20 – 0.39 = Weak, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = Strong, 0.80 – 1.00 Very Strong. Out of 583 copies of the questionnaire that were administered, 571 copies were retrieved and found suitable for data analysis, resulting in 98% retrieval rate.

3. Results and Discussion

Research Question One: What is the relationship between directive leadership typology and teachers' job performance in public senior secondary schools in Rivers State?

Hypothesis One (Ho₁): There is no significant relationship between directive leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Table 1: Pearson Product Moment Correlation (PPMC) Showing the Relationship between the Directive Leadership Typology and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

Variables	n	df	r	Sig. level	p-value	Decision
Directive Leadership Typology	571	569	0.618	0.05	0.000	Rejected Ho ₁
						(Significant)
Teachers' Job Performance	571					P < 0.05

Decision Rule: 0.00 – 0.19 = Very Weak, 0.20 – 0.39 = Weak, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = Strong, 0.80 – 1.00 Very Strong

To answer the research question 1, results from Table 1 produced a correlation coefficient, 'r' of 0.618; which by percentage is 61%. This value shows there is a strong positive relationship between directive leadership typology and teachers' job performance in public senior secondary schools in Rivers State. In other words, directive leadership typology correlates with teachers' job performance in public senior secondary schools in Rivers State. Thus, any improvement in directive leadership typology of principal will lead to a corresponding improvement in teachers' job performance in public senior secondary schools in Rivers State.

For hypothesis 1 tested, it is revealed also from Table 1 that the correlation for hypothesis one shows a significant correlation at $r = 0.618$ where $p\text{-value} = 0.000$ ($P < 0.05$). Since the $p\text{-value}$ of 0.000 is less than the alpha level 0.05, we therefore reject the null hypothesis. By implication, there is a significant relationship between directive leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Research Question Two: What is the relationship between supportive leadership typology and teachers' job performance in public senior secondary schools in Rivers State?

Hypothesis Two (Ho₂): There is no significant relationship between supportive leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Table 2: Pearson Product Moment Correlation (PPMC) Showing the Relationship between Supportive Leadership Typology and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

Variables	n	df	R	Sig. level	p-value	Decision
Supportive Leadership Style	571	569	0.654	0.05	0.000	Rejected Ho ₂
						(Significant)
Teachers' Job Performance	571					P < 0.05

Decision Rule: 0.00 – 0.19 = Very Weak, 0.20 – 0.39 = Weak, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = Strong, 0.80 – 1.00 Very Strong

To answer the research question 2, results from Table 2 revealed a correlation coefficient, 'r' of 0.654; which by percentage is 65%. This value shows there is a strong positive relationship between supportive leadership typology and teachers' job performance in public senior secondary schools in Rivers State. This means that supportive leadership typology correlates with teachers' job performance in public senior secondary schools in Rivers State. Hence, any improvement in supportive leadership typology of principal will lead to a corresponding improvement in teachers' job performance in public senior secondary schools in Rivers State.

For hypothesis 2 tested, it was revealed also from Table 2 that the correlation for hypothesis five shows a significant correlation at $r = .654$ where $p\text{-value} = 0.000$ ($P < 0.05$). Since the $p\text{-value}$ 0.000 is less than the alpha level of 0.05, we therefore reject the null hypothesis. By implication, there is a significant relationship between supportive leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Research Three: What is the relationship between participative leadership typology and teachers' job performance in public senior secondary schools in Rivers State?

Hypothesis Three (Ho₃): There is no significant relationship between participative leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Table 3: Pearson Product Moment Correlation (PPMC) Showing the Relationship between Participative Leadership Typology and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

Variables	n	df	R	Sig. level	p-value	Decision
Participative Leadership Typology	571	569	0.621	0.05	0.000	Reject Ho ₁
Teachers' Job Performance	571					(Significant) P < 0.05

Decision Rule: 0.00 – 0.19 = Very Weak, 0.20 – 0.39 = Weak, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = Strong, 0.80 – 1.00 Very Strong

To answer the research question 3, results from Table 3 produced a correlation coefficient, 'r' of 0.621; which by percentage is 62%. This value shows there is a strong positive relationship between participative leadership typology and teachers' job performance in public senior secondary schools in Rivers State. In other words, participative leadership typology correlates with teachers' job performance in public senior secondary schools in Rivers State. Thus, any increase or improvement in participative leadership typology of principal will lead to a corresponding increase in teachers' job performance in public senior secondary schools in Rivers State.

For hypothesis 3 tested, it is revealed also from Table 3 that the correlation for hypothesis one shows a significant correlation at $r = 0.621$ where $p\text{-value} = 0.000$ ($P < 0.05$). Since the $p\text{-value}$ of 0.000 is less than the alpha level 0.05, we therefore reject the null hypothesis. By implication, there is a significant relationship between participative leadership typology and teachers' job performance in public senior secondary schools in Rivers State.

Discussion of Findings

The study's first findings showed a strong positive association between the work performance of teachers in Rivers State's public senior secondary schools and the directive leadership typology. This result runs counter to Daft's (2003) perception, which saw a directed leadership style as consolidating authority and depending on reward-based, lawful, and coercive power to guarantee subordinates carry out their obligations. This suggests that a secondary administrator's influence on the school will decrease with increasing directiveness. Agi and Adiele (2015) state that the following traits of this leadership style are present: low leader-subordinate relationship; lack of motivation and supportive work environment; lack of top-down communication; lack of collective decision-making and consultation; etc.

Nonetheless, the results support Rowold and Scholtz's (2009) finding that a teacher's leadership style allows them to apply their own beliefs to the performance of their job. The researchers hypothesized that under a directed leadership style, employee motivation, performance, and satisfaction are all somewhat positively correlated. Consequently, this leadership style can be employed in secondary administration to a moderate degree because total delegating without follow-up procedures may result in performance issues, which will probably have an impact on teachers' job satisfaction. This is consistent with MacDonald's (2007) research on directed leadership, which found that it is linked to the highest rates of truancy and delinquency as well as the slowest performance adjustments, resulting in unproductive attitudes and disgruntled employees. However, when used appropriately, this type of leadership style can improve performance. This is demonstrated by the hypothesis that was investigated, which found that the job performance of teachers in Rivers State's public senior secondary schools is significantly correlated with the directive leadership typology.

The study's second findings showed a substantial positive correlation between the supportive leadership typology and the work performance of teachers in Rivers State's public senior secondary schools. This implies that if the principal's supportive leadership style improves, teachers' work performance in Rivers State's public senior secondary schools will also improve. This result is consistent with Adeyemi's (2011) study, which assessed the work performance of teachers and the leadership styles of administrators in Ondo State secondary schools. It was discovered that principals most frequently employed the supportive leadership style, which improves teacher performance in the State's secondary schools. Supportive principals treat their teachers with kindness and provide them all the resources they need to succeed in the classroom, according to Adeyemi (2011). The principal establishes a supportive atmosphere in which educators can excel. He makes sure that the necessary resources are available.

As a result, the results are consistent with Cheng's (2002) theory, according to which a supportive leadership style is correlated with school employee performance. According to Cheng (2002), a supportive leadership style allows the principal to be personable and approachable, allowing him to tend to the needs of subordinates and make the workplace enjoyable. It also treats subordinates as equals and shows them respect for their position. Lacoma (2013) asserts that a manager's primary concern is enabling staff members to work independently, rather than micromanaging and issuing commands. Even though it's an essential component of supportive leadership, managers don't only delegate work and wait for the completion of it. Rather, they work through the duties with employees to enhance their abilities and aptitude until the management is completely empowered in a certain area and the employee does not need to worry about a task being completed successfully. A supportive principal treats his teachers with kindness and gives them all the resources they need to succeed in the classroom. Teachers that receive supportive leadership are able to work toward their goals and develop their independence. This is evident from the hypothesis that was investigated, which found that job performance of teachers in public senior secondary schools in Rivers State is significantly correlated with the supportive leadership typology.

The third finding of this study showed a substantial positive correlation between teachers' work performance in Rivers State's public senior secondary schools and the participatory leadership typology. The results are consistent with Iqbal's (2010) report, which found a relationship between teachers' job effectiveness in schools and their participatory leadership style. According to Iqbal's (2010) research, educators operating under a participative leadership style reported higher levels of job satisfaction compared to those operating under alternative approaches. Teachers felt a part of the system since they were consulted and given the opportunity to actively participate in its administration. The third study conclusion showed a substantial positive correlation between teachers' work performance in Rivers State's public senior secondary schools and the participatory leadership typology. The results are consistent with Iqbal's (2010) report, which found a relationship between teachers' job effectiveness in schools and their participatory leadership style. According to Iqbal's (2010) research, educators operating under a participative leadership style reported higher levels of job satisfaction compared to those operating under alternative approaches. Teachers felt a part of the system since they were consulted and given the opportunity to actively participate in its administration. The third study's findings indicated a strong positive relationship between the participatory leadership typology and teachers' job performance in Rivers State's public senior secondary schools. The findings are in line with Iqbal's (2010) study, which discovered a connection between participatory leadership style and teachers' job efficacy in classrooms. Iqbal (2010) found that when educators used a participative leadership style, they were more satisfied with their jobs than when they used alternative methods. Since they were consulted and given the chance to actively engage in the system's administration, teachers felt like they belonged.

In doing so, it facilitates and encourages a positive working relationship among the instructors, which expedites the realization of the administrator's and the school system's overall vision. Additionally, the study supports the findings of Omeke and Onah (2011), who suggested that a participative leadership style had a favorable impact on teachers' job satisfaction. Because the participative leadership style gives people a say in decisions that impact their objectives and work processes, educational administrators have been observed to use it to establish and reestablish trust, respect, and dedication. In a similar spirit, administrators in education who use a participative leadership style have found that their employees are much inspired when they are consulted about suggested courses of action. This is demonstrated by the hypothesis that was investigated, which found that teachers' work performance in public senior secondary schools in Rivers State is significantly correlated with participatory leadership typology.

Conclusion

The study came to the conclusion that, in public senior secondary schools in Rivers State, there is a connection between the leadership typology of principals and the work performance of their instructors. The study found that one significant aspect that may affect teachers' performance is the leadership style of principals. As a result, the study's findings regarding the leadership typologies of principals—directive, supporting, and participative—showed a substantial correlation with the academic achievement of teachers in Rivers State's public senior secondary schools. This demonstrated the typical conduct of administrators in Rivers State's public senior secondary schools.

Recommendations

Based on the findings and conclusion of this study, the following were recommended.

1. Principals should stand up to their supervisory roles in order to increase the performance of teachers than to sit back in their offices and issue directives on what to be done by the teachers.
2. Principals should support the teachers in the daily operation of the school by involving teachers in decision-making and implementation process, since it is confirmed that performance of staff can be positively increase under supportive leadership typology.
3. Principals should always make out time to participate in school activities than issuing orders and leaving everything in the hand of teachers alone, as this will help to improve the accomplishment of designated task and teachers' job performance.

References

- Adeyemi, T. O. (2011). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 3(3), 84-92.
- Agi, U., & Adiele, E. E. (2015). *Educational management*. Harey Publication

-
- Cheng, T. A (2002). *The Psychology of Leadership*. Lawrence Erlbaum Associates Publishers.
- Daft, R. L (2003). *Management*. Thompson Press. 5, 192–201.
- Ezeuwa, H. A. (2015). Perceptions of the faculty members in a public University of Punjab, Pakistan. *Journal of Research and Reflections in Education*, 7(2), 97-112.
- Iqbal, A. (2010). *A comparative study of the impact of principals' leadership styles on job satisfaction of teachers*. Unpublished Ph.D. Dissertation, University of Punjab. Lahore, Pakistan.
- Lacoma, M. C. (2013). Organizational motivation in school learning. *European Journal of Management*, 1(6), 50-90.
- Rowold, J., & Scholtz, W. (2009). Transformational and transactional leadership and followers' chronic stress, Kravis leadership institute. *Leadership Review*, 9(2), 35 – 48.
- Ukeje, S. K. (2009). Beyond motivation: Job and work design for development, health, ambidexterity, and more. *Annual Review of Psychology*, 65, 661-691.