

School Quality Indicators and Secondary School Teachers Job Performance in Cross River State, Nigeria

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Abstract

This study evaluated school quality indicators and teachers job performance in Cross River State. One research question and four null hypotheses were raised following factorial research design. Proportionate random sampling technique was employed in selecting a sample of 1,463 teachers representing 30 percent from a population of 4,878 teachers distributed across 271 public secondary schools in Cross River State. "School Quality Indicators Questionnaire (SQIQ) and Teachers' Job Performance Questionnaire (TJPQ)" were the instruments used for data collection. Prepared data were analyzed using descriptive statistics; while the null hypotheses were all tested at .05 alpha level using Pearson Product Moment Correlation and Multiple regression analyses as appropriate with the aid of Minitab statistical software v18. Findings revealed that, quality of school facilities, leadership, and supervision jointly accounted for 90.6 percent ($Pred. R^2 = .9063$) of the total variance of teachers' job performance; there is significant relationship between quality of school facilities ($r = .478, p < .05$), quality of leadership ($r = .928, p < .05$) quality of supervision ($r = .881, p < .05$) respectively with secondary school teachers' job performance; quality of school facilities, leadership, and supervision have significant composite influence ($F=4800.58, p < .05$) on secondary school teachers' job performance; quality of leadership was the highest predictor ($t=45.38, p < .05$) of teachers' job performance, followed by quality of school supervision ($t = 27.29, p < .05$). Based on these findings, conclusions and recommendations were made for improvement.

Keywords: School Quality, Job Performance, Quality, Quality indicators, Teachers, Teachers' job performance.

Introduction

Every secondary school was established with clear goals to achieve. One of the means through which any school can achieve stated objectives is through the performance of teachers. This is because they are inevitable and indispensable in the curriculum implementation process of the schools. The attitude put forth by teachers can go a long way to determine the extent to which educational goals will be achieved. No educational system can rise above the level of its teachers (the Federal Republic of Nigeria, 2013). There is no doubt that the services of teachers are critical to the nation's future development. All secondary school teachers are expected to discharge their primary duties of teaching and behaviour modification in a manner that will enable every child to attain effective learning in the domain of educational objectives.

Teachers' job performance refers to the extent to which teachers perform their instructional and pedagogical duties so as to enable the child to learn, and for the attainment of school objectives (Owan, 2018). It can be said that the extent to which a school achieves intended objectives, depends on the level of job performance displayed by the teachers. In Cross River State, the position of teachers' job performance has been in serious doubt due to

the attitudes manifested by several secondary school teachers. Majority of the secondary school teachers do not appear to be committed to their jobs as evidenced in their poor punctuality attitudes to school and classes. In fact, many teachers are lukewarm in giving students note and assignment after lessons. Some teachers have also been observed using lesson periods for unnecessary discussion in the staffroom. The menace of teachers' poor job performance in the area had been on the high strain in the Nigerian academic system and cannot be overemphasized state is unacceptable, cannot contribute to students' academic growth, and has further raised the eyebrows of many curious stakeholders.

Efforts have been made in recent times to alleviate the job performance levels of teachers, especially at the secondary level. As a matter of fact, teachers are not witnessing delays in receiving their monthly salaries. This was expected to serve as motivation and consequently, a boost to teachers' morale. Researches have been conducted, several correlates of teachers' job performance have also been identified, with recommendations made in these studies for improvement. Despite all these measures in place, coupled with the illustrious increase in infrastructural provisions, the situation remains unchanged and persistent. It was upon this observation that the researchers wonder if schools are actually striving towards quality assurance. On this note, the study was purported to assess some school quality indices and how they relate to teachers' job performance.

School quality indicators remain an important area in the school system that should be studied and managed to enhance teachers' job performance. The quality of education provided in any school does not only depends on the head teachers' quality as reflected in the performance of administrative duties but also in the effective discharge of teaching duties by teachers and the facilities available in the school system. The researchers are of the view that school quality indicators may have a form of relationship with teachers' job performance; since the quality of an environment may go a long way to shape the activities and development of people and/or things within the scope of that environment. Thus, this paper assessed school quality indicators in terms of quality of school facilities, quality of leadership, and quality of supervision. These three aspects of school quality indicators have been carefully explained below.

School facilities are considered as a potent factor in the high academic achievement of students. According to Benjamin (2001) facilities include the building, classroom furniture, and recreational equipment apparatus and other instructional materials. He went further to say that their availability, relevance, and adequacy contribute to academic achievements. In their contribution, Ajayi and Ojumgerm (2000) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own paces. The net effect of this is to increase the overall academic performance of the entire students.

Empirically, Adesua (2016) investigated the relationship between school facilities and teachers job performance in selected secondary schools in Shomolu Local Government Area of Lagos State. A total of 120 respondents comprising 60 male and 60 female teachers were sampled for the study. The following results emerged: There was a significant relationship between school facilities and teachers job performance in the schools. The study recommends that the government, school administrator/principal, non-governmental organization and philanthropist should ensure infrastructural facilities are supplied to various school across the public school to help teachers perform their duties effectively which will, in turn, affect positively to the academic performance of students.

The second aspect of this study was on the quality of school leadership. It is generally believed that; the leadership qualities of secondary school administrators/principals can either improve or reduce teachers' job performance. The secondary school administrators/principals are a figurehead that other staff looks up to. Therefore, every move he/she makes can either hinder or promote the growth of the school system. Harris (2005) observed that school heads need strong relationship skills to successfully lead schools of the twenty-first century. Ngumi (2003) recommended that secondary school administrators/principals should demonstrate friendship, mutual trust, respect and warmth in their relationship with teachers in order to gain their commitment and co-operation. Adu and Adeyemi (2013) examined principals' leadership behavior and teacher's job performance in secondary schools in Ekiti state, Nigeria. It was found that there was a significant relationship between school principal/administrators democratic leadership style and teachers job performance in the schools. In this regard, it was recommended that the democratic leadership style should be used by all secondary school principal/administrators in the state in a bit to enhance better teachers' attitude to work and their overall job performance.

The third aspect of this study focused on the quality of school supervision. The supervision of teacher performance in a school is an essential element for the continued effective performance of teachers in a school. Monitoring enables teachers to improve instruction for pupils to benefit. Without supervision, teachers are most unlikely to deliver the desired quality of teaching, because of this inclination; it is one of the most important areas of staff personnel services that need utmost attention. The essence of supervision is the monitoring of the performance of school teachers, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of school teachers and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

For better insights, Ghavifek and Ibrahim (2014) conducted a study on the principal supervisory role, and how it affects the teachers' job performance of secondary school teachers in Kuala Lumpur, Malaysia. The findings of this study indicate that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects including teaching practices, professional competencies, and motivation. All the findings revealed that the good qualities and roles of the principal will enhance better changes in achieving better job performance among teachers in the schools. The study further revealed that it is important for the principals in schools to play the role of instructional leader as it possesses good characteristics in enhancing better teaching and learning for both leaders and the subordinates.

Similarly, Wabuko (2016) investigated the influence of principal supervision practices on teachers' job performance in public secondary schools in Lang'ata Sub County in Nairobi County. The sample comprised of 12 principals and 96 teachers. The study revealed that 67.6% of teachers' job performance was attributed to a combination of the independent factors that related to principals' supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records, teachers' professional development and reward motivation). The study concluded that principals who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence students' performance.

Given all the empirical pieces of evidence gathered and presented above, including the various positions held by the findings of these studies as reviewed, it can be inferred that there are still some gaps which were anticipated that the findings of this study will fill. A thorough look at the literature reviewed indicated that the majority of the studies were conducted in foreign countries and other areas that were entirely different from Cross River State. There seem to be few or no study conducted in Cross River State that has investigated school quality indicators and secondary school teachers' job performance using the same approach and variables as this study. With these few gaps identified, this study is different from the studies conducted by other scholars. It was based on this background and gaps that; this study was therefore undertaken to examine school quality indicator and teachers' job performance in Cross River State, Nigeria.

Statement of the Problem

In an ideal situation, teachers were expected to discharge their duties with a high level of effectiveness in order to facilitate the attainment of school goals and objectives. The primary duty of every secondary school teacher is to modify learners' behavior so that they can become useful to themselves and society in general.

Unfortunately, many teachers have been found to be ineffective in their job performance as displayed in their poor attitude to work, poor record keeping habit, not punctuality to school, irregular attendance in classes, giving off notes to students, not marking the attendance register regularly and several other unacceptable behaviors which cannot contribute to the attainment of set goals and objectives of the school system. These have been an issue of concern with the government and all relevant stakeholders making efforts to cushion this problem. The Government, in an effort to address this situation, has intensified supervision of secondary schools, increase teachers' salary and improved teachers' training in recent times in Cross River State. Despite all these measures applied by the government, secondary school teachers, especially in Cross River State, are still performing below expectation in their instructional roles. Students are still performing poorly in the classroom and standardized examination such as WAEC, NECO, GCE, JAMB etc. there are cases of indiscipline among students in the area. This means that teachers are not performing their jobs effectively because it is believed that when teachers performed well, students should do better and vice versa.

However, teachers may perform their jobs effectively in the school system if appropriate measures are put in place to improve their performance and direct their actions. Given the significance of quality indicators to the effective performance of teachers in a school system, it has become necessary to raise the question: "How does school quality indicators relate to teachers' job performance in Cross River State?"

Purpose of the study

The purpose of this study was to examine school quality indicators and teachers job performance in Cross River State. Specifically, the study was aimed at examining:

1. The joint contribution of quality of school facilities, leadership and supervision to secondary school teachers' job performance;
2. The relationship between the quality of school facilities and secondary school teachers' job performance;
3. The relationship between the quality of leadership and secondary school teachers' job performance;
4. The relationship between quality of supervision and secondary school teachers' job performance;

5. The composite influence of quality of school facilities, quality of leadership, and quality of supervision on secondary school teachers' job performance.

Research question

1. What are the joint contributions of quality of school facilities, quality of leadership, and quality of supervision to secondary school teachers' job performance?

Statement of Hypotheses

1. There is no significant relationship between the quality of school facilities and secondary school teachers' job performance.
2. There is no significant relationship between the quality of leadership and secondary school teachers' job performance.
3. There is no significant relationship between the quality of supervision and secondary school teachers' job performance.
4. Quality of school facilities, quality of leadership, and quality of supervision have no significant composite influence on secondary school teachers' job performance.

Methods

This study adopted the factorial research design since it purports to examine the influence of multiple factors on the dependent variable. The population of this study comprised 4,878 teachers distributed across 271 public secondary schools in Cross River State. Proportionate random sampling technique was employed by the researchers in selecting 30 percent of the entire population. Thus, a sample of 1463 teachers was selected for the study. "School Quality Indicators Questionnaire (SQIQ) and Teachers' Job Performance Questionnaire (TJPQ)" were the instruments used for data collection. The former (SQIQ) was designed to measure school quality indicators and comprised 18 items arranged on the revised four-point Likert scale. The latter (TJPQ) was designed to measure teachers' job performance and comprised 10 items that were also arranged on the revised four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Test-retest method was used to determine the reliability estimate of the instrument. The researcher gave the group of respondents the questionnaire to complete and after two (2) weeks interval, they were again given the same questionnaire to complete. The scores for both sets of administration were correlated using Pearson product moment correlation and it yielded reliability values of 0.893 and 0.867, implying that the instrument was internally consistent for measurement. The data collected sorted and coded accordingly. Prepared data were analyzed using descriptive statistics; while the null hypotheses were all tested at .05 alpha level using Pearson Product Moment Correlation and Multiple regression analyses as appropriate with the aid of Minitab statistical software v18.

Results and Discussion

The results from the analysis of data are presented below based on the research question posed or the hypothesis formulated.

Research question

What are the joint contributions of quality of school facilities, quality of leadership, and quality of supervision to secondary school teachers' job performance? In providing an answer to this question, the result from the analysis of data using multiple regression analysis presented in Table 1 was used.

TABLE 1

Summary of multiple regression results showing the joint contribution of quality of school facilities, quality of leadership, and quality of supervision to secondary school teachers' job performance.

| SE | R | R-sq | R-sq(adj) | R-sq(pred) |
|---------|------|------|-----------|------------|
| 1.69146 | .953 | .908 | .9078 | .9063 |

The result presented in Table 1 indicates that the three predictors had joint multiple correlations ($R = .953$) with the response variable. The results also revealed that quality of school facilities, quality of leadership, and quality of supervision jointly accounted for 90.6 percent ($\text{Pred. } R^2 = .9063$, $R^2 = .908$, $\text{Adj. } R^2 = .9078$), to the total variance of teachers' job performance in Cross River State. By implication, the remaining 9.4 percent is accounted for by other variables not included in this study.

Hypothesis one

There is no significant relationship between the quality of school facilities and secondary school teachers' job performance. The result from the analysis of data is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation results summary showing the relationship between the quality of school facilities and secondary school teachers' job performance ($n = 1,463$).

| Variable | Mean | StDev | r. cal. | p-value | df |
|------------------------------|--------|-------|---------|---------|------|
| Quality of school facilities | 15.077 | 5.521 | | | |
| Teachers' Job Performance | 14.932 | 5.571 | 0.478 | 0.000 | 1461 |

Based on the results presented in Table 2, the null hypothesis was rejected simply because the p-value is less than .05 alpha level at 1,461 degrees of freedom (i.e. $p < .05$). Therefore, the alternate hypothesis is upheld indicating that; there is a significant relationship between the quality of school facilities and secondary school teachers' job performance in Cross River State. The results also revealed that there was a moderate positive correlation ($r = .478$) between the two variables.

Hypothesis Two

There is no significant relationship between the quality of leadership and secondary school teachers' job performance. The results presented in Table 3 below presents the summarized data after analysis.

TABLE 3

Pearson Product Moment Correlation results summary showing the relationship between the quality of leadership and secondary school teachers' job performance ($n = 1,463$).

| Variable | Mean | StDev | r. cal. | p-value | df |
|------------------------------|--------|-------|---------|---------|------|
| Quality of school leadership | 14.993 | 5.551 | | | |
| Teachers' Job Performance | 14.932 | 5.571 | 0.928 | 0.000 | 1461 |

The null hypothesis was also rejected based on the data presented in Table 3 because the p-value of 0.000 is less than .05 level of significance at 1461 degrees of freedom. This result implies that there is a significant relationship between the quality of leadership and secondary school teachers' job performance in Cross River State. It was further indicated by the results that, there exist a strong positive correlation ($r = .928$) between the quality of leadership and secondary school teachers' job performance.

Hypothesis three

There is no significant relationship between the quality of supervision and secondary school teachers' job performance. The result from the analysis of data is presented in Table 4.

TABLE 4

Pearson Product Moment Correlation results summary showing the relationship between quality of supervision and secondary school teachers' job performance ($n = 1,463$).

| Variable | Mean | StDev | r. cal. | p-value | df |
|-------------------------------|--------|-------|---------|---------|------|
| Quality of school supervision | 14.998 | 5.548 | | | |
| Teachers' Job Performance | 14.932 | 5.571 | 0.881 | 0.000 | 1461 |

From the results presented above in Table 4, a cursory look indicated that the alpha level of .05 is greater than the p-value of .000 at 1,461 degrees of freedom (i.e. $\alpha_{.05} > p_{.000} = p_{.000} < \alpha_{.05}$, $df = 1463$). With this result, the null hypothesis was rejected while the alternate hypothesis which states that; there is a significant relationship between quality of supervision and secondary school teachers' job performance is upheld. There was also a strong positive relationship ($r = .881$) between the quality of supervision and secondary school teachers' job performance.

Hypothesis four

Quality of school facilities, quality of leadership, and quality of supervision have no significant composite influence on secondary school teachers' job performance. Analysis of variance of the regression model was used in testing for significance and to determine whether the adjusted R^2 value of .9078 obtained above was due by chance as shown in Table 5.

TABLE 5

Analysis of variance results summary of the regression model showing the composite influence of quality of school facilities, quality of leadership, and quality of supervision on secondary school teachers' job performance ($n = 1,463$)

| Source | DF | Adj SS | Adj MS | F-Value | P-Value |
|-------------------------------|------|---------|---------|---------|---------|
| Regression | 3 | 41204.0 | 13734.7 | 4800.58 | 0.000 |
| Quality of school facilities | 1 | 12.3 | 12.3 | 4.30 | 0.038 |
| Quality of school leadership | 1 | 5891.4 | 5891.4 | 2059.16 | 0.000 |
| Quality of school supervision | 1 | 2130.1 | 2130.1 | 744.52 | 0.000 |
| Error | 1459 | 4174.3 | 2.9 | | |
| Lack-of-Fit | 533 | 4023.3 | 7.5 | 46.29 | 0.000 |
| Pure Error | 926 | 151.0 | 0.2 | | |
| Total | 1462 | 45378.3 | | | |

The result presented in table 5 revealed that the p-value of the regression analysis is less than .05 level of significance (i.e. $p < .05$, $F = 4800.58$). Going by this result, the null hypothesis was rejected indicating that; quality of school facilities, quality of leadership, and quality of supervision have a significant composite influence on secondary school teachers' job performance in Cross River State.

Relatively, quality of school facilities has no significant influence on teachers' job performance ($p > .05$, $F = 4.30$); quality of leadership has a significant influence on teachers' job performance ($p < .05$, $F = 2059.16$); and quality of supervision has a significant influence on teachers' job performance ($p < .05$, $F = 744.52$). However, in determining the highest predictor between the three variables, the relative coefficients, t-values, and variance inflation factors for collinearity of the variables were used as presented in Table 6.

TABLE 6

Summary of results showing the relative coefficients of the variables

| Term | Coef | SE Coef | t-value | p-value | VIF |
|-------------------------------|----------|---------|---------|---------|------|
| Constant | 0.054 | 0.148 | 0.37 | 0.715 | |
| Quality of school facilities | -0.01941 | 0.00936 | -2.07 | 0.038 | 1.37 |
| Quality of school leadership | 0.6324 | 0.0139 | 45.38 | 0.000 | 3.06 |
| Quality of school supervision | 0.3793 | 0.0139 | 27.29 | 0.000 | 3.04 |

The results indicate that quality of leadership was the highest predictor of teachers' job performance ($t = 45.38$, $p < .05$); this is followed by quality of school supervision ($t = 27.29$, $p < .05$); and then by quality of school facilities ($t = 0.37$, $p > .05$). A cursory look at the variance inflation factors (VIFs), shows that quality of school of facilities had a very weak relationship ($VIF = 1.37$) with other predictor variables in the model. Quality of school leadership and quality of school supervision with VIFs values of 3.06 and 3.04 respectively indicated that these two variables had moderate collinearity (relationship) with other co-predictors variables in the model. Thus, the regression equation of this study is:

$$TJP = 0.054 - 0.01941 QSF + 0.6324 QSL + 0.3793 QSS$$

Where:

TJP = Teachers' job performance

QSF = Quality of school facilities

QSL = Quality of school leadership

QSS = Quality of school supervision.

Discussion of findings

The results also revealed that quality of school facilities, quality of leadership, and quality of supervision jointly accounted for 90.6 percent ($\text{Pred. } R^2 = .9063$, $R^2 = .908$, $\text{Adj. } R^2 = .9078$), to the total variance of teachers' job performance in Cross River State. The three variables had joint multiple relationships ($R = .953$) which is strong and positive in predicting teachers' job performance.

There is a significant relationship between the quality of school facilities ($r = .478$, $p < .05$) and secondary school teachers' job performance. This finding agrees with the finding of Adesua (2016) which revealed that there was a significant relationship between school facilities and teacher's job performance in the schools.

This study also established that the quality of leadership has a significant relationship ($r = .928$, $p < .05$) with secondary school teachers' job performance. This finding corroborates the study of Adu and Adeyemi (2013) which found that there was a significant relationship

between school principal/administrators democratic leadership style and teachers job performance in the schools. Harris (2005) also observed that school heads need strong relationship skills to successfully lead schools of the twenty-first century. This relationship skills can be achieved through friendship, mutual trust, respect and warmth with teachers in order to gain their commitment and co-operation as recommended by (Ngumi, 2003)

Quality of supervision is significantly related ($r = .881, p < .05$) to secondary school teachers' job performance. This is in agreement with Ghavifek and Ibrahim (2014) whose study indicated that there is a significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects including teaching practices, professional competencies, and motivation. The study of Wabuko (2016) revealed that 67.6% of teachers' job performance was attributed to a combination of the independent factors that related to principals' supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records, teachers' professional development, and reward motivation).

Quality of school facilities, quality of leadership, and quality of supervision have significant composite influence ($F = 4800.58, p < .05$) on secondary school teachers' job performance in Cross River State. This implies that schools, where all these variables are in place, will witness a significant level of teachers' job performance. This is true because teachers need school facilities to teach and to provide an enabling environment for learners. The kind of leadership qualities possessed or demonstrated by secondary principals will go a long way to determine how effective these teachers will discharge their duties. From another perspective, when teachers are supervised, they will tend to discharge their duties according to prescribed patterns. This explains the important role supervision plays in the school system.

Conclusion

It was concluded generally that school quality indicators such as quality of school facilities, quality of leadership, and quality of supervision contribute to teachers' job effectiveness in Cross River State. These three variables contribute to teachers' job performance by 90.6 percent. Therefore, the quality demonstrated in or characterized by a school will influence the way teachers' discharge their duties. A school with good quality reflecting in its activities will promote better job performance in teachers than one with low-quality indicators. Summarily, it can be said that, teachers need school facilities to teach and to provide enabling environment for learners; leadership qualities demonstrated by secondary principals will go a long way to determine how effective teachers will discharge their duties; and lastly, when teachers are regularly supervised, they will tend to discharge their duties according to prescribed patterns expected of them.

Recommendations

It was recommended based on the findings of this study that:

- i.** The government should supply to every secondary school, facilities that will enable teachers to teach and that will foster understanding in the learners. These facilities to be provided include textbooks, teaching aids, instructional materials (audio, visuals, and audio-visuals), buildings, laboratory, and library facilities.
- ii.** Secondary school principals should adopt contingent leadership styles that will enable them to relate with staff and students. They (principals) should exhibit good attitudes that are worthy of emulation; by this, teachers will start manifesting such positive attitudes leading to effectiveness consequently.

- iii. Principals should ensure that teacher is supervised regularly through class visitation, instructional observation, and through checking of teachers' records. External supervisors should also be sent on routine visits by education authorities at least thrice in a month.
- iv. Principals should ensure that they monitor the activities in the school and maintain facilities provided. These three approaches of leadership, facilities maintenance and supervision should be jointly applied from time to time by secondary school principals.

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