

PRINCIPALS' MANAGEMENT TECHNIQUES AND BUSINESS STUDIES TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN CALABAR MUNICIPAL OF CROSS RIVER STATE

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Abstract

The study sought to determine the principals' management techniques and teacher's job performance in Secondary schools in Calabar Municipal of Cross River State, Nigeria. Two research questions and two corresponding null hypotheses guided the study. Survey research design was used for the study. The population of the study comprised 97 business studies' teachers in secondary schools that offer business studies. No sampling was done due to manageable size of the population. The questionnaire titled Principals' Management Techniques and Business Studies Teachers' Job Performance questionnaire was used for data collection containing 10 items and it was validated by three experts, two from department of business education and one from measurement and evaluation in the department of educational foundation, University of Calabar. Data collected were analyzed using different statistical techniques. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test statistics at .05 level of significance. The result of the analysis revealed among others that principals' leadership styles affect business studies teachers' job performance to a great extent. Based on the findings, it was recommended among that school principals should endeavor to adopt management techniques that will create an enabling environment for teachers' job satisfaction to maximize their performance.

Keywords: Management, Business Studies Teachers, Teachers' Job Performance, principals' leadership styles and principal's motivation style.

Introduction

There is no human endeavour that is independent of management for its proper functioning and attainment of predetermined objectives, this is because the success of the workplace lies on its management. Management is the process of engaging in coordinated activities or event in a sequence in order to achieve organizational goals. It is also a social process demanding the performance of specific functions. Wikipedia (2023) defined management to include the activities of setting the strategy of an organization and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological, allocated authority, and human resources. Management is simply getting things done through others. It means using men, money and materials by the leaders through planning, organizing and controlling to achieve positive results. One of such leaders is the principal.

The principal as a manager of a secondary school employs style, procedure, methods and techniques in coordinating and directing educational activities to achieve educational goals. Ajuluchukwu (2014) stated that management is a necessary function and if effectively performed, can make crucial difference between successful and unsuccessful organizations. The

way the teachers perceive the principals' management, infrastructure of the school, quality of the students and the tradition of the school as regards goals commitment and instructional emphasis affect the quality of their products or services. Ensuring an overall performance of the workers is dependent on the technique adopted by the Principal called "principal management techniques". Principal's management techniques have to do with his/her leadership styles, communication power, charisma, motivational ability, conflict management, relationship efficacy, innovation impetus and so on. The principal's leadership style has to do with the process of directing and influencing the teachers and students toward achieving individual, group and educational goals. The principals can use any or combination of the following leadership styles, autocratic leadership style, laissez-faire style and democratic style. Mosadeghrad and Yarmohammadiand (2016) defined leadership as a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual's and organizational goals. They stated that there are as many leadership approaches as there are principals. Some of these leadership styles include autocratic, bureaucratic, charismatic democratic, situational, transactional and transformational. Whichever leadership style adopted by the principal is meant to act on the job performance of the teachers either negatively or positively.

Leithwood, K., & Jantzi, D. (2006) stated that transformational leadership involves Transformational administrators prioritize building a common vision, motivating teachers, and cultivating a supportive and encouraging atmosphere. This leadership style is frequently associated with increased motivation, dedication, and work satisfaction among teachers, which can lead to better job performance.

Hallinger, P. (2005) also stated that Instructional Leadership involves Principals take an active part in directing educational teaching. It entails establishing explicit educational objectives, monitoring lesson delivery, and assisting teacher growth. Studies suggest that instructional leadership has a direct impact on teaching quality, resulting in greater student results.

Idaka, Okri, Menku, Imo, and Bebeia, (2024)., Gree (2017) stated that the quality of job performance by teachers is dependents on the principals' leadership style. Ajuluchukwu and Ushie (2021) asserted that being a teacher is a very special gift, and those that have that gift make positive, lasting impact on the lives of their students that can totally change the course of the students' lives. Thus school principals as Leaders often impact in one way or the other on their teachers. The teachers for encouragement look upon the principals as leaders, as they discharge their duties of training the young ones. When principals' leadership style is positively inspiring and psychologically motivating to the teachers this will surely improve the teachers' job performance. Obi (2012) noted that to be a successful instructional leader, the principal must give primary attention to the programme of staff improvement, which comprises leadership techniques and procedures designed to change the teachers' role performance. He stated further that the principals' roles in this include: classroom visitation, observations, conferences, seminar and workshop, professional associations, developing and approving in-service educational programmes for the teachers and so on. Obi further stated that conducive environment enhances teachers' job performance. The principal is expected to provide the appropriate leadership which will assist each staff member to make maximum contribution to the school in terms of providing quality and up-to-date education. One of the ways of boosting teachers' morale is through the principal's leadership behaviours since these can lead to satisfaction or dissatisfaction with work life among the teachers. The principals' leadership styles play important roles in determining productivity among the teachers in the school. The principal has to balance between the jobs being performed and the personal needs of the teachers. Leithwood (2006) view on transformational Leadership is that Transformational leaders seek to inspire and encourage teachers by developing a common vision, encouraging cooperation, and giving

personalized assistance. They prioritize personal development, teacher training, and innovation. In dispersed leadership, the principal delegated authority and encouraged teachers to take on leadership positions. This model encourages a collaborative approach to decision-making and leadership in the school. Spillane, J. P. (2006).

It is necessary to have staff that is focused as far as the critical job tasks are concerned and who are comfortable as individuals. Owalabi (2016) opined that the leadership behaviours the principal engages in determine and set the school climate which may facilitate or hinder performance. One of the ways of boosting teachers' morale is through the principal's leadership behaviours since these can lead to satisfaction or dissatisfaction with work life among the teachers. The principals' leadership styles therefore play important roles in determining productivity among the teachers in the school. Teaching/Learning as observed by Ajuluchukwu and Udida (2022) should take place where the learner as well as the teachers would feel most comfortable. This is consistent with the assertion by Denga cited in Ajuluchukwu and Udida (2022) that for any teaching to function effectively as the life giving cell to the educational programmes, it must strive to furnish an enabling environment where the teachers will be motivated.

The principal's motivation style has to do with influencing the internal and external driving force that produces the willingness of the teachers to do their duties to a conclusive end. Odul (2012) observed that without attempts put in place to motivate teachers, improved students' performance would be difficult to realize. Reporting for a study conducted in Singoiroi Division in the Bomet County on factors influencing teachers' job performance in public primary Schools. Omari (2013) on his comparative study focusing on the performance of teachers in public primary schools and private ones in Kenya, observed that teachers in private schools tend to perform better than those in public institutions. This is caused by the level of motivation giving to these groups of teachers. He concluded that learners' performance in public institutions was substandard because teachers did not display commitment to duty. Jabuya (2010) posited that one of the major issues in education in the world today is the influence of motivation on teachers' performance at work. Jabuya observed that in a number of countries where research on teachers' motivation have been done such as America, United kingdom, Asia, Israel, Africa with emphasis in Malawi, Ghana, Zambia and Kenya teachers' motivation has been neglected even though it is clear that without teachers' motivation not much could be achieved in their performance as de-motivated teachers do not take long time with learners but take other job alongside teaching as a fulfilment of their frustration. A study by Ombuya (2015) investigated the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-county. The study found out that motivation was crucial in enhancing teachers' commitment to job performance. It was concluded that motivational strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions were critical in enhancing teachers' commitment to their tasks performance at the secondary school Level.

Secondary school level of education is the bridge between the primary and tertiary levels of education. Federal Government in the National Policy of Education stated that, the broad aim of secondary education includes among others the preparation for useful living within the society and for acquiring higher education. The underlining principle here, is that secondary schools should be able to provide quality education to all those who can benefit from it. The school is a service oriented organization with the objective of training quality manpower to better the lot of the society. Education offered in the school whether secondary schools or other levels of education opined by Ajuluchukwu (2015) is expected to prepare individuals for lifelong experiences after schooling, since the school was specifically invented for educative purpose and has as its primary function to educate. Education as offered in schools today is expected to give the teacher a chance to impart knowledge and skills in the learners for the learners to be informed and be able to put into practice what has been gained in the course of

time irrespective of the educational level. There is high value attached to secondary school education by both the Government and the public. Thus at this level of education learners are prepared for advance studies, further training and the world of work. The success or failure of secondary school depends to a large extent on how these factors are well managed by the principals. It is not common to hear teachers discussing about the impact of the principal of their school as felt in their different schools. The government and non-governmental organizations (NGOs) also spend heavily on secondary schools these days to enhance proper and effective administration of these schools. The main aim of these funding and administrative duties is to produce successful students from the schools. However, it is still a common fact that the academic performance of students is still poor. And everyone is still worried as to the cause of this poor performance of students and many research work have so far been under taken as to the cause of this their poor academic performance which is traceable to the to the performance of their teachers. However, not much research work has been undertaken in the area of principals of secondary schools and teachers' job performance of students. To this end this study is conceived.

Statement of the Problem

The primary goal of education is to train and produce quality manpower with appropriate skills, abilities and competencies to harness the various resources towards a better standard of living to achieve great and dynamic economy. But the big question is how pragmatic and realistic are these fragrant goals in the very recent years. The general observation throughout the country is that the standard of education has fallen drastically. Education is missing the focus and no more achieving its cherished objectives. This can be evidence in the cases of failures in the senior school certificate examination results. Failure or success by the students shows poor or good performance by the teachers. Where the students are not performing well is an indication that the teachers' job performance has a question mark. Could it be that the teachers are not properly trained or is it environmental factors like the school, management factors from the principal, education authority among others? Teachers in Calabar Municipality do lament on the unjust treatment given to them by the educational managers. These unwholesome acts range from irregular payment of staff salaries, leave grants and other incentives. Many good qualified teachers are forced to drop out of teaching to join other creative and enterprising sectors of the economy due to dissatisfaction with the working condition. It is against this backdrop that this research is carried out to determine the extent Principals' management technique affect teachers' job performance in secondary schools.

Purpose of the study

The main purpose of the study is to determine how the Principals' management techniques affect the business studies teachers' job performance in secondary schools in Calabar Municipality. Specifically, the study seeks to find out the extent principals'

1. Leadership styles affect business studies' teachers' job performance.
2. Motivational techniques affect business studies' teachers' job performance.

Research questions

To guide this study, the following research questions were posed

1. To what extent do principals' leadership styles affect business studies teachers' job performance?
2. To what extent do principals' motivational styles affect business studies teachers' job performance?

Statement of hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of business studies teachers
2. There is no significant difference in the mean ratings of business studies teachers on how principals' motivational ability affect teachers' job performance.

Method

The research design adopted for this study is the survey research design. The study was conducted in secondary schools in Calabar Municipal of Cross River State Nigeria. The population of the study is made up all the 97 business studies' teachers in secondary schools in Calabar Municipal. There are 41 secondary schools in Calabar Municipal. (Source: State secondary education board). Census sampling was used to select the entire population of 97 business studies teachers in the study area for the sample of the study. The instrument for data collection is a questionnaire constructed by the researchers based on the issues discussed in the review of related literature. The Questionnaire is titled Teachers' Ratings of Principals' Management Technique Questionnaire (TRPMTQ). The questionnaire is divided into two sections of A and B. Section A of the questionnaire sought demographic information on the respondents while section B, of the questionnaire contains 10 items and is divided into two parts of I and II. Each part contains 5 items. The questionnaire is structured on a four point scale of Very High Extent, High Extent, Low Extent and Very Low Extent. The instrument was validated by three experts. Two of the experts were from the business education unit of the department of Vocational Education. One expert was from Measurement and Evaluation. All the experts were from the University of Calabar. The questionnaire was self-administered by the researcher assisted by three trained assistants who were teachers. A total of 97 questionnaires were administered to the business teachers. Only 90 copies of the questionnaires were successfully completed and returned. This is the number of questionnaires used for data analyses. The data gathered were analyzed using different statistical techniques. In taking decision, weighted mean value of Very High Extent 3.50 – 4.00, High Extent 2.50 - 3.49, Low Extent 1.50 – 2.49, Very Low Extent 0.05 – 1.49 and Not practiced 0.05 – 1.49 were used for research questions. In deciding for the hypotheses, where the t- test calculated value is greater than the table value reject the hypothesis, if otherwise not reject. Statistical Package for the Social Sciences (SPSS) version 20 was used for data analyses.

Presentation of results

Data collected for this study were analyzed and the results presented as follows:

Research Question 1

To what extent do principals' leadership styles affect business studies teachers' job performance?

Table 1: Respondents' Mean Ratings on the extent principals' leadership styles affect business studies teachers' job performance

S/N	Principals' leadership styles	Mean	Sd	Remark
1	Use of autocratic leadership style	3.41	.634	HE
2	Use of collaborative leadership style	3.48	.585	HE
3	Use of democratic leadership style	3.52	.545	VHE
4	Use of transformational leadership style	3.51	.566	VHE
5	Use of supportive leadership styles	3.53	.545	VHE
	Cluster Mean	3.49	.575	VHE

The result in Table 1 shows the respondents mean ratings on the extent principals' leadership styles affect business studies teachers' job performance. Items1 and2 were rated in the range of High Extent, while the other three items were rated in the range of Very High Extent. The cluster means value is also within the range of High Extent. The implication is that the respondents used for the study are of the opinion that principals' leadership styles affect business studies teachers' job performance to a great extent.

Research Question 2 To what extent do principals' motivational styles affect business studies teachers' job performance?

Table 2 Respondents' Mean Ratings on the extent Principals' Motivational styles affect Business Studies Teachers' Job Performance

S/N	Principals' Motivational Styles	Mean	SD	Remark
6	Frequent in-service training	3.54	.523	VHE
7	Improved working condition	3.51	.546	VHE
8	Provision of regular promotion	3.50	.566	VHE
9	Approves equal reward for teachers on the same level	3.51	.566	VHE
10	Recognizing of exceptional talent	3.52	.524	VHE
Cluster Total		3.52	.545	VHE

Data in Table 2 show the respondents rating on the extent principals' motivational styles affect business studies teachers' job performance. The cluster identified five items for the extent principals' motivational styles affect business studies teachers' job performance. All the items were rated within the range of very high extent. The mean of means value for the cluster is 3.52 which also falls in the range of very high extent.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business studies teachers on the extent principals' leadership styles affect teachers' job performance.

Table 3: Independent t-test analysis of male and female business studies teachers on the extent principals' leadership styles affect business studies' teachers' job performance.

Gender	N	Mean	Sddft-cal	t-Crit	Remark	—	Male	55	17.3455	2.66818
88	.477	1.98	Not Significant				Female	35	17.6286	
2.86033										

The analysis in Table 3 shows t-test statistical result of male and female business studies' teachers on the extent principals' leadership styles affect business studies' teachers' job performance. The result reveal that t-calculated was .477 while t-critical is 1.98 at 88 degree of freedom and 0.05 level of significance. Since the calculated t-test value is less than the critical t-test value, the null hypothesis is not rejected.

Hypothesis 2

There is no significant difference in the mean ratings of male and female business studies teachers on the extent principals' motivational styles affect principals' leadership styles affect business studies' teachers' job performance.

Table 4: Summary of Independent t-test analysis on the extent Principals' Motivational Styles affect Business Studies' Teachers' Job Performance

Gender	N	Mean	Sd	df	t-Cal	t-Crit	Remark
Male	55	17.5636	2.47778	88	.113	1.98	Not Significant
Female	35	17.6286	2.93143				

The analysis in Table 5 shows t-test statistical result of male and female business studies teachers on the extent principals' motivational styles affect teachers' job performance. The result revealed that t-calculated value is .113 while t-critical value is 1.98 at 88 degree of freedom and 0.05 level of significance. Since the calculated t-test value is less than the critical t-test value, the null hypothesis is not rejected.

Discussion of findings

The results generated by the findings of this study are discussed as follows;

Principals' leadership styles and business studies teachers' job performance

The study identified five items for the cluster. All the items had mean values more than the cut of mean value of 2.49. With a cluster mean value of 3.49, the implication is that the respondents used for the study are of the opinion that principals' leadership styles affect business studies teachers' job performance to a great extent. Considering the first hypothesis, the analysis showed t-test calculated value of .477 and t-test critical value of 1.98 at 88 degree of freedom and 0.05 level of significance. Thus with this result the null hypothesis was not rejected. This clearly shows that the gender of the respondents as a factor did not affect their opinion that the principals' leadership styles to a great extent affect business studies teachers' job performance.

The finding is in line with what Gree (2017) stated. Gree opined that the quality of job performance by teachers is dependent on the principals' leadership style. When principals' leadership style is positively inspiring and psychologically motivating to the teachers this will surely improve the teachers' job performance. The finding is also supported by the assertion by Owalabi (2016) who opined that for effective change in schools, leadership is the key. There is high value attached to secondary school education by both the Government and the public. That at this level of education learners are prepared for advance studies, further training and the world of work. Thus one of the ways of boosting teachers' morale is through the principal's leadership behaviours since these can lead to satisfaction or dissatisfaction with work life among the academic staff. The principals' leadership styles therefore play important roles in determining productivity among the teachers in the school. The finding of this study is in line with that of Naomy (2015) who conducted a study to determine principals' leadership behaviours in relation to teachers' job satisfaction in public secondary schools in Nairobi County, Kenya. Results showed that there was positive and significant relationship between secondary school principals' leadership behaviours and teachers' job satisfaction. A major implication and recommendation of the study was that since principals' leadership behaviours have significant relationship with teacher job satisfaction, principals should endeavour to use leadership behaviours that give teachers job satisfaction.

Principals' motivational styles and Teachers Job Performance

Regarding the second research question, the study identified five motivational styles used by the principals in the cluster. All the five items and the cluster mean value had mean values in the range of very high extent. The implication is that the respondents used for this study are of the opinion that Principals' motivational styles affect Teachers Job Performance to a very high extent. For the second hypothesis the t-calculated value of .113 is less than the t-critical value of

1.98 at 88 degrees of freedom and 0.05 level of significance. Thus the null hypothesis was not rejected. The implication is that male and female teachers in the study area irrespective of where their school is, rated that the Principals' motivational styles affect Teachers Job Performance to a high extent. The finding of this study is in line with what Odul (2012) observed that without attempts put in place to motivate teachers, improved students' performance would be difficult to realize. The observation by Omari (2013) gives credence to the finding of this study. On his comparative study focusing on the performance of teachers in public primary schools and private ones in Kenya, Omari observed that teachers in private schools tend to perform better than those in public institutions. This is caused by the level of motivation giving to these groups of teachers. The finding of this study is in line with the observation by Jabuya (2010) who posited that one of the major issues in education in the world today is the influence of motivation on teachers' performance at work. Jabuya observed that in a number of countries where research on teachers' motivation have been done such as America, United Kingdom, Asia, Israel, Africa with emphasis in Malawi, Ghana, Zambia and Kenya teachers' motivation has been neglected even though it is clear that without teachers' motivation not much could be achieved in their performance as de-motivated teachers do not take long time with learners but take other job alongside teaching as a fulfilment of their frustration. Jabuya (2010) carried out a study and found out that teachers' performance in secondary schools in Uriri district was poor caused by lack of promotion to job groups, poor working conditions and environment, poor facilities in schools, lack of compensation and benefits as well as too much assignment by head teachers. These findings agree with that of Ombuya (2015) who conducted a study to investigate the influence of motivation on teachers' job performance in public secondary schools in Rachuonyo South Sub-county. The study revealed that motivation was crucial in enhancing teachers' commitment to job performance. Ombuya concluded that motivation strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions were critical in enhancing teachers' commitment to their tasks performance.

Conclusion

Based on the findings of the study, it is concluded that Principals' management techniques affect business studies teachers' job performance in secondary schools. Thus the principals' leadership and motivational styles to a high extent affect business studies teachers' job performance.

Recommendations

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

- a. School principals should endeavour to adopt management techniques that will create an enabling environment for teachers' job satisfaction to maximize academic performance.
- b. Government should try to pay teachers salary on time to enhance their job satisfaction and in turn motivate them to perform better.

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