

PRINCIPALS' INSTRUCTIONAL SUPERVISORY ROLES AND TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract

The study assessed the principals' supervisory roles and teacher job performance in public secondary schools in Ekiti State. The study was guided by two objectives with corresponding two research questions and hypotheses. The correlational survey research design was adopted for the study. A sample size of 693 teachers was selected from the population of 6936 using the multistage and simple random sampling techniques. The researchers' self-designed questionnaire that consisted of 12 items was used for data collection. The instrument was titled "Teacher Questionnaire on Principals' Instructional Supervisory Roles and Teacher Job Performance (TQPISRTJP). The instrument yielded 0.86 as the index of rational validity. The coefficient of internal consistency of the instrument was 0.76 and it was determined using Cronbach Alpha. The research questions were answered using mean and standard deviations while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that there was a significant relationship between the principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State ($r_{cal}=0.254$ and $r_{tab}=0.194$) and there was a significant relationship between the principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State ($r_{cal}=0.340$ and $r_{tab}=0.194$). One of the recommendations of the study was that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them identify teachers' weaknesses and develop strategies to help them overcome the weaknesses and perform their job effectively.

Keywords: *Instructional Supervisory Roles, Teacher Job Performance, Classroom Observation, Staff Evaluation, Ekiti State*

Introduction

The educational system in Nigeria in the 21st Century seems to be more complex as a result of the frequent revision of the curriculum to meet the needs and aspirations of the society. As such, supervision is used as a tool to monitor and guide teachers as they undertake their responsibilities daily to ensure that the curriculum is properly implemented towards the attainment of stated goals and objectives. Supervision exists in every institution as it is a key instrument for ensuring that teachers adhere to the teaching principles required for effective instructional delivery. Supervision evolved from the realization that human beings could only accomplish a little task when they are left to work without control. On this basis, a direction is therefore needed to channel the diverse and disorganized efforts of staff members in an institution to a purposeful stream of productivity to attain a common goal in the school system. This makes instructional supervision an inevitable tool for enhancing teacher job performance in secondary schools (Ogakwu, 2010).

Instructional supervision is a collaborative effort that involves a set of activities designed to improve teaching and learning exercises. The purpose of instructional supervision in secondary schools by principals is not to identify faults or punish teachers; rather, it is meant to work cooperatively with teachers to improve their job performance. It is one of the elements of the administrative process that is concerned with the day-to-day guiding and directing the activities of teachers to enable them to undertake their teaching job successfully (Akinwumi and Agabi, 2013). In every school system in Nigeria, instructional supervision serves as the bedrock of any strategy to improve the quality and standard of teaching- and learning process. No matter the pre-job preparation of teachers, the essence of instructional supervision can never be overlooked as it is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning in the school system.

The primary role of every principal as a supervisor is to assist teachers to become more productive, efficient and effective in performing their assigned responsibilities. Instructional supervision is

aimed at ensuring that teaching and learning occur under good conditions and yield the desired results of helping students to obtain positive results. It is the responsibility of principals to assist teachers in secondary schools to become more productive, efficient and effective to perform their jobs successfully. The success and failure of any educational system depend on the job performance of teachers. Teacher job performance is essential for the improvement of the secondary school system. Performance refers to the act of executing a given task. Teacher's job performance refers to the responsibilities performed by teachers at a particular period in the school system for the attainment of set goals. Teacher job performance is determined by the teacher's level of participation in the day-to-day academic and non-academic activities of a school (Shuaibu, 2016). Teachers' job performance refers to the duties performed by teachers in the school system to achieve the stated school goals and objectives. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Job performance is measured by the teachers' level of participation in the day-to-day activities of the school system. Teachers behave differently under different situations depending on the nature of their job. Majorly, the nature and conditions of teaching profession determine how teachers could undertake their teaching responsibilities.

The quality of secondary education depends on the ability, hard work and dedication of teachers in carrying out their assigned functions (Yusuf, et al., 2015). As a result, if principals fail in their administrative role to motivate, support, delegate responsibilities and keep in touch with teachers regularly to observe their teaching techniques, they may become inefficient and ineffective in the teaching profession as FGN (2013) maintained that a teacher is the most crucial component in the implementation of all instructional policies at the school level. Teacher job performance is measure by the frequency at which they carry out their daily functions towards the attainment of educational set goals. The more diligently, teachers undertake their tasks, the higher their performance and the better the attainment of the set goals of a school. David (2017) stressed that teachers who are committed to duties and demonstrate the utmost level of zeal to work are punctual to school, have full knowledge of the content of the subjects they teach and get lesson plan ready before teaching. In an attempt to enhance effective

teaching in the secondary school system, the Ekiti State government in the past trained teachers through different workshops and provided them with laptops, yet, the academic performance of students in the state especially in external examinations are not quite encouraging. The poor academic performance among students indicated that teachers are not performing their job effectively.

The duty of ensuring that effective teaching and learning take place effectively lies with the principals who employ the various instructional supervisory techniques to stimulate teachers to undertake their teaching jobs diligently. Supervision creates the awareness of sound education philosophies in teachers and makes them aware of educational policies and reforms in the school system. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction methods of teaching and the evaluation of the instructional activities. When a principal is effective in the supervision of school activities, teachers would become competent in the practice of their profession and students may have greater chances of getting the kind of education they need to play their roles in the society. Oyewole and Alonge (2013) conducted a study on principals' instructional supervisory role performance and teacher motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria and found out that a significant relationship existed between principals' role performance and teacher motivation. However, Oguejiofor (2018) conducted a study and found out that there was no significant influence of principals' supervisory role on teacher job performance in Catholic secondary schools in Nasarawa State.

Various supervisory roles of principals would help to improve teacher job performance in secondary schools. Among the supervisory roles of the principals include classroom observation, regular checking of lesson plans, staff evaluation, monitoring of weekly implementation, weekly implementation of the scheme of work among others. This study, however, examined the relationship between principals' roles of classroom observation and staff evaluation on teacher job performance in public secondary schools in Ekiti State because classroom observation and staff evaluation are critical aspects of instructional supervision that help to identify the weaknesses of teachers in the school system.

Classroom observation involves the systematic monitoring of teacher lesson delivery during the teaching and learning process. Classroom observation aims at identifying the problems that may hinder effective teaching. Principals' classroom observation is the process by which a principal as a supervisor visits classrooms to watch teachers and students in action during the teaching and learning process. Teachers may acquire problem-solving skills when visited by principals in classrooms as principals are required to observe the teaching techniques and methods adopted by teachers on regular basis to identify the weaknesses of every teacher and discuss the observations with them promptly and politely to enhance their effective job performance. Supervision of teachers through classroom observation includes walk-through, informal class observations and formal class observation. Walk-through refers to an observation technique that takes place within a few minutes. It helps principals to assess the level of teacher job performance and how they manage classrooms during lesson delivery. An informal visit is an unscheduled visit which may last for more than ten minutes. During such a visit, teacher activities are observed and documented by the supervisor (principal). A formal visit is a scheduled visit that lasts within a long period (Ibukun, 2011).

Another role of principals that would help to improve the job performance of teachers is through staff evaluation. Staff evaluation refers to the process by which an instructional supervisor assesses and rates teacher performance and effectiveness as they undertake their responsibilities. The outcome of an evaluation exercise is used to provide feedback to teachers to enhance their professional development (Kelechukwu, 2011). Staff evaluation involves the appraisal of teaching and learning activities. Evaluation is the comparison of actual results against the agreed standards. It looks at what a plan set out to achieve, what has been accomplished and how it has been accomplished. Through supervision, teachers could be assessed on how they deliver their lessons. Such an assessment may help principals to easily identify the strengths and weaknesses of every teacher. Supervision helps in the recommendation of outstanding teachers for promotion and award. It equally helps principals to recommend underperforming staff for special training and further studies. Apenteng (2012) submitted that the appraisal results of supervision help to improve teacher and students' academic

performance in South Municipal Education Directorate, Greater Accra, Ghana.

In Ekiti State, the principals have multiple managerial roles to perform. By their positions, they assume the roles of school administrators, financial managers, instructional supervisors, chief security officers, students' advisers, custodians of schools' rules and regulations, chief planners and policy formulators. Principals, therefore, have limited time and strength to undertake the above roles and that of supervision effectively. It is in light of the above problem that this study was designed to survey the relationship between principals' instructional supervisory roles and teacher job performance in public secondary schools in Ekiti State, Nigeria.

Statement of the Problem

Supervision is the bedrock for improving the quality and standard of teaching and learning process. It is a dynamic function that involves the stimulation of teachers while evaluating their job performance with an ultimate view to improve the entire teaching and learning situation. To this effect, series of efforts have been made by Ekiti State government on different occasions to improve the standard of education and teachers job performance through the provision of teaching facilities such as laptops for teachers as well as regular staff training of both principals and teachers in all public secondary schools in the state. However, the stakeholders in secondary education such as the government, students, parents and community leaders keep complaining about the continuous falling standard of education and mass failure of student in the West Africa Examination Councils and National Examination Council respectively. This is a call for concern because, if students' academic performance is not encouraging, it therefore, means that teachers are not performing their job effectively. As such, there is a tendency that the teachers are not properly supervised by the principals through professional guidance to improve their job performance. Hence, the researchers were motivated to embark on this study to assess the relationship between principals' instructional supervisory roles and teacher job performance in Ekiti State public secondary schools.

Purpose of the Study

The study was designed to assess the relationship between principals' instructional supervisory roles and teacher job performance in public secondary schools in Ekiti State. The specific objectives of the study include the following:

1. To examine the relationship between principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State.
2. To determine the relationship between the principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State?
2. What is the relationship between principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁:** There is no significant relationship between principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State.
- H₀₂:** Significant relationship does not exist between principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State.

Research Methodology

The correlational survey research design was used in this study because the study assessed the relationship between principals' instructional supervisory roles and teacher job performance in public secondary school in Ekiti State. The population of the study consisted of 6,936 teacher obtained from 205 public secondary schools in Ekiti State. The study adopted the multistage sampling technique while 10% was

employed to determine the sample size of the study which comprised 693 teachers drawn from 12 public secondary schools. The sample size of the study was determined using. The lucky-dip method of simple random sampling technique was finally employed to select respondents for the study as the serial number of the elements in the sampling frame were recorded on pieces of papers, folded and mixed thoroughly for all the prospective respondents to pick at once without replacement. The 'Lucky Deep' technique gave all the respondents the same opportunity of being selected without any form of bias. The questionnaire titled: " Teacher Questionnaire on Principals' Instructional Supervisory Roles and Teacher Job Performance (TQPISRTJP)" which consisted of 12 items was used for data collection. The instrument was duly validated and it yielded 0.86 as the index of rational validity. Cronbach Alpha was employed to determine the reliability of the instrument which yielded 0.76. Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test all the hypotheses at 0.05 level of significance. The respondents rendered nine (9) questionnaires representing 0.08% invalid. As a result, the remaining valid 684 questionnaires were used for data analysis of the study.

Findings and Discussion

Research Question 1: What is the relationship between principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State?

Table 1: Mean Analysis Showing the Relationship between Principals' Role of Classroom Observation Technique and Teacher Job Performance in Public Secondary Schools in Ekiti State

| S/N | Item | Teacher Responses | | | | Mean | Standard Deviation | Remarks |
|-----|---|-------------------|-----|-----|-----|------|--------------------|---------|
| | | SA | A | D | SD | | | |
| 1 | Teachers are visited by principals in the classroom during lessons to observe | 241 | 218 | 112 | 113 | 2.55 | 1.08 | Agree |

| | | | | | | | | |
|---|---|-----|-----|-----|-----|------|------|----------|
| | how they deliver and suggest ways of improvement in their weak points | | | | | | | |
| 2 | Principals easily identify teacher lapses during classroom supervision which helps to improve their job performance | 101 | 129 | 256 | 198 | 2.20 | 1.12 | Disagree |
| 3 | Principals guides teachers towards effective job performance through instructional supervision during teaching delivery | 58 | 123 | 324 | 179 | 2.09 | 0.88 | Disagree |
| 4 | Principals use appropriate supervisory method to improve teaching responsibility | 92 | 131 | 293 | 168 | 2.21 | 0.96 | Disagree |
| 5 | Principals have a discussion with teachers after classroom | 76 | 135 | 319 | 154 | 2.19 | 0.91 | Disagree |

| | | | | | | | | |
|-----------------------|--|-----|-----|----|-----|-------------|-------------|-----------------|
| 6 | visitation for improvement in their job performance Principal does not observe classroom instructional delivery to ensure that teachers deliver their job performance efficiently | 263 | 197 | 92 | 132 | 2.66 | 1.13 | Agree |
| Aggregate Mean | | | | | | 2.32 | 1.01 | Disagree |

Scale mean: 2.50

From table 1 above, it was observed that item 1 has the mean score of 2.55, with a standard deviation of 1.01, item 2 has the mean score of 2.20 and deviation of 1.12, item 3 has the mean score of 2.09 and standard deviation of 0.88, item 4 has the mean score of 2.21 and standard deviation of 0.96, item 5 has the mean score of 2.19 and standard deviation of 0.91 while item 6 has the mean score of 2.66 and standard deviation of 1.13. The details analysis of the research question one showed that the results demonstrated that the aggregate mean of 2.32 was above the scale mean of 2.50, it, therefore, signifies that there was poor principals' role of classroom observation with low leverage on teacher job performance in public secondary schools in Ekiti State.

Research Question 2: What is the relationship between the principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State?

Table 2: Mean Analysis Showing the Relationship between Principals' Role of Staff Evaluation and Teacher Job Performance in Public Secondary Schools in Ekiti State

| S/ N Item | | Teacher Responses | | | | Mean | Standard Deviation | Remarks |
|-----------|--|-------------------|-----|-----|-----|------|--------------------|----------|
| | | SA | A | D | SD | | | |
| 7 | Principal effective evaluation of teacher lesson plan helps to improve their responsibility | 131 | 98 | 219 | 239 | 2.18 | 1.11 | Disagree |
| 8 | The principal gives feedback to teachers after evaluation to enhance good job performance | 238 | 187 | 90 | 169 | 2.82 | 1.18 | Agree |
| 9 | The principal always evaluates teachers by measuring their job performance towards the achievement of goal and objectives of teaching and learning | 108 | 106 | 199 | 241 | 2.65 | 1.09 | Disagree |
| 10 | Principals evaluate teachers base on teaching ability to help them improve their job performance | 138 | 130 | 214 | 102 | 2.44 | 1.05 | Disagree |

| | | | | | | | | |
|----|---|-----|-----|-----|-----|-------------|-------------|-----------------|
| 11 | The principal is very effective in communicating evaluation results to the affected teachers to enhance job performance | 131 | 158 | 209 | 186 | 2.34 | 1.07 | Disagree |
| 12 | Principal evaluates teacher lesson delivery, punctuality, attendance and their commitment to helping them improve job performance | 81 | 104 | 241 | 258 | 2.33 | 1.03 | Disagree |
| | Aggregate Mean | | | | | 2.41 | 1.09 | Disagree |

Scale mean: 2.50

From table 2 above, it was observed that item 7 has the mean score of 2.18 with a standard deviation of 1.11, item 8 has the mean score of 2.82 and standard deviation of 1.18, item 9 has the mean score of 2.35 and standard deviation of 1.09, item 10 has the mean score of 2.44 and standard deviation of 1.05, item 11 has the mean score of 2.34 and standard deviation of 1.07 while item 12 has the mean score of 2.33 and standard deviation of 1.03. The details analysis of research question two indicated that the aggregate mean of 2.41 was above the scale mean of 2.50, which means that there was poor staff evaluation by principals with low influence on teacher job performance in public secondary schools in Ekiti State.

Testing of Hypotheses

The two research hypotheses that guided the study were tested at 0.05 level of significance using the Pearson's Product Moment Correlation.

H0₁: There is no significant relationship between principal's role of classroom observation and teacher job performance in public secondary schools in Ekiti State.

Table 3: Pearson Product Moment Correlation Co-Efficient Analysis Showing the Relationship between Principals' Role of Classroom Observation and Teacher Job Performance Public Secondary Schools in Ekiti State

| Group | N | Df | r-cal | r-tab | Sig. Level | Remarks |
|-----------------------------------|-----|-----|-------|-------|------------|------------------------|
| Principals' Classroom Observation | 684 | 682 | 0.254 | 0.194 | 0.05 | Reject H ₀₁ |
| Teacher Job Performance | 684 | | | | | |

Significant at df=682; $P \leq 0.05$, $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 3 showed the correlation co-efficient analysis of the significant relationship between principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State. The detailed analysis of the study revealed that the r_{cal} value of 0.254 was found to be greater than the r_{tab} value of 0.194 at 682 degrees of freedom and 0.05 level of significance. The r_{cal} value is significant since it is greater than r_{tab} value; the null hypothesis was therefore rejected. It implied that there was a significant relationship between principals' classroom observation and teacher job performance in public secondary schools in Ekiti State.

H0₂: There is no significant relationship between principals' Teacher evaluation and teacher job performance in public secondary schools in Ekiti State.

Table 4: Pearson Product Moment Correlation Co-Efficient Analysis Showing Relationship between Principals' Teachers Evaluation and Teacher Job Performance Public Secondary Schools in Ekiti State

| Group | N | Df | r-cal | r-tab | Sig.Level | Remarks |
|--------------------------------|-----|-----|-------|-------|-----------|------------------------|
| Principals' Teacher Evaluation | 684 | 682 | 0.340 | 0.194 | 0.05 | Reject H ₀₂ |
| Teacher Job Performance | 684 | | | | | |

Significant at df=682; P≤0.05, r-calculated > r-tabulated

Table 4 showed the correlation co-efficient analysis of the significant relationship between principals' staff evaluation and teacher job performance in public secondary schools in Ekiti State. The r_{cal} value of 0.340 was found to be greater than the r_{tab} value of 0.194 given at degree of freedom of 682 and 0.05 level of significance. The r_{cal} value was significant since it was greater than r_{tab} value; the null hypothesis was rejected. It implied that there was a significant relationship between principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State.

Discussion of Findings

The findings of the study on table 3 indicated that there was a significant relationship between the principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State. The findings of the study agreed with Oyewole and Alonge (2013) who conducted a study on principals' instructional supervisory role performance and teacher motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria and found out that a significant relationship existed between principals' role performance and teacher motivation. The findings of the study, however, disagreed with Oguejiofor (2018) who submitted that there was no significant influence of principals' supervisory role on teacher job performance in Catholic secondary schools in Nasarawa State. The role of a principal as a supervisor is to improve, encourage, coordinate and direct teachers towards personal and institutional goal attainment. Supervision of teachers by principals is a prerequisite to promote professional

standards in the teaching profession. As such, it is the responsibility of principals to assist teachers through supervision to identify and provide the way forward to challenges that hinder teacher effective job performance. However, the aggregate mean value of 2.32 in the analysis of research question one indicated that the majority of teachers disagreed that principals visit them in the classroom during lesson delivery to observe how they deliver their lessons and suggest ways of improvement in their weak areas and how to help teachers overcome such problems.

Furthermore, the findings of hypothesis 2 on table 4 indicated that a significant relationship existed between principals' role of staff evaluation and teacher job performance in public secondary schools in Ekiti State. The aggregate mean value of 2.41 for research question two demonstrated that teachers in public secondary schools in Ekiti State are not properly evaluated by principals to enable them to correct the wrong patterns of job performance by teachers. The findings of the study agreed with Apenteng (2012) who submitted that the appraisal results of supervision help to improve teacher and students' academic performance in South Municipal Education Directorate, Greater Accra, Ghana. However, as revealed by the findings of this study, many principals do not undertake regular assessments of the activities related to teacher job performance. Teacher evaluation is a tool used to assess the nature of teacher effectiveness in undertaking their assigned responsibilities. Ideally, the outcome of an evaluation exercise is used to provide feedback to teachers and guide their professional development. An outstanding teachers evaluation involves an accurate appraisal of the effectiveness of teaching. It reinforces areas for development, followed by feedback, training, support and opportunities for professional development. Through staff evaluation, outstanding teachers could be recommended for award and promotion.

Conclusion

The study concluded that principals in public secondary schools in Ekiti State are not effective in conducting the role of classroom observation to enable teachers to perform their teaching tasks successfully. The study further concluded that principals in public secondary schools in Ekiti State are not effective in applying the outcome of evaluation exercises to improve job performance among teachers.

Recommendations

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

The study recommended that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them to acquire the requisite knowledge and skills needed for classroom observation of teachers to identify their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their jobs effectively.

The Ekiti State Teaching Service Commission needs to mandate every principal to submit the outcome of the staff evaluation exercise on yearly basis to the commission to ensure that principals undertake the exercise judiciously with a high level of commitment as such effort would help the commission to use the results of the evaluation and organize training programmes to improve the job performance of underperforming teachers.

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