

# **LEVEL OF TEACHERS' EFFICIENCY IN WORK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WAJIR NORTH DISTRICT, KENYA.**

BY

**GENEVIEVE WANJALA, PhD**

Department of Educational Administration & Planning University of Nairobi Kenya (Assoc.  
Professor: Educational Planning) Cell-Phone +254724167604 email: wanjala\_g@uonbi.ac.ke

**EDWIN WANJALA, M.Ed.**

Teacher of Physics and Mathematics, Moi Girls' High School, Kamusinga. Kenya

Cell-phone +254 713366704 email: wanjala1@yahoo.com

## **ABSTRACT**

*The purpose of this research was to determine teachers' efficiency levels in work performance in public secondary schools, Wajir North District. We had three research objectives based on teachers' level of lesson preparation, utilization of teaching-learning time and classroom management strategies as monitoring tools for efficiency in the provision of education. The study employed descriptive survey research design in which questionnaires, classroom observation schedules, observation checklists and document analysis were used as instruments for data collection. The sample size was 283 comprising 3 head-teachers, 30 teachers both of whom were purposively sampled and 234 students who were randomly sampled. 16 classrooms were observed. Data collected were analysed using appropriate descriptive statistical methods. The research findings indicate that teachers mostly prepared for lessons but did not utilise teaching-learning time well. The study has also established that classroom management strategies used were inappropriate and recommends for the inclusion of in-service training programmes in educational planning.*

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**Key Words: Teacher Effectiveness, Teacher Efficiency Teaching and Learning**

**Strategies Quality Education, Public Secondary Schools**

## **1.0 INTRODUCTION**

Governments across the world constantly re-affirm their commitments to the provision of quality education to its citizens. This commitment is always challenged by the financial constraints in national budgets. United Nations Educational Scientific and Cultural Organization (UNESCO) (2010) argues that despite the cost factor being a barrier to the achievement of quality education, learning achievement can be greatly improved at low cost where possible by making best use of resources already being invested in education.

UNESCO (2010) further adds that teachers are the single most important education resource in any country and that what students achieve in schools is heavily influenced by classroom practices and teachers' skills. Teachers constitute an important part of the human resource input in the education system. They play the crucial role of curriculum interpretation and supervision. In planning terms, teachers play a key role in the implementations function of educational planning. Their inputs in the teaching-learning process are key determinants of students' academic performance in the national examinations; a reflection of their efficiency in work performance. Governments and schools' Boards of Management (BoMs) employ these teachers to play that crucial role.

In a study entitled *Teachers make a Difference in the University of Auckland in America* Hartie (2003) found out that teachers account for about 30% of the variance in learners' achievement. He further argues that what teachers know, do and care about is powerful in students' learning and hence the need to optimise on this greatest influence to impact positively on students. In another study entitled *Teacher Creativity and Teacher Professional Competence in India* Syuryemarumana (2009) argues that the achievement of the goal of quality education requires teachers to be not only committed but also competent and creative. This means that teacher professional competence is key in determining the students' academic performance. The researcher further argues that teacher professional competence consists of three components; that is, the pre-stage, the process and the product. The pre-stage component entails training aspects as well as the personality factors of teachers; the process component entails teacher actions and classroom practices; and lastly, the product component entails the quality of the products (students produced) The extent to which teachers exercise these professional competencies to enhance maximum students' academic achievement determines the level of efficiency of teachers in work performance.

Billingsley (1992) cited by Abderahman(2012) in a study entitled *the efficiency of a group training programme on increasing awareness towards training needs among day-care centres' female teachers in AL-Karek province, south of Jordan* identified various aspects on the dimensions of planning, teaching, classroom management and evaluation that reflect the extent of teachers' efficiency. Aspects under the planning dimension included formulation of lesson plans with clear objectives; and the plan ought to be based on learners' needs and individual differences. Use of appropriate teaching methods and materials. reinforcement, non-verbal communication and making learning environments as conducive as possible were identified as key aspects which determine teachers' efficiency level. Aspects under the dimension of classroom management included effectively controlling the conduct and order in the classroom and proper use of time in the classroom. The question that arises is whether teachers possess and practice these professional competencies to enhance students' learning.

## **1.1 TEACHER INPUT FACTORS THAT AFFECT TEACHERS' LEVEL OF EFFICIENCY IN WORK PERFORMANCE**

In preparing for this research, we reviewed literature on a number of aspects of teacher input in the teaching-learning process and how they influence teachers' level of efficiency in work performance in schools. These aspects include teachers' academic qualifications, lesson preparation, classroom management strategies, teaching-learning time utilization and teaching-learning strategies which are tools for monitoring efficiency in the provision of education.

### **1.1.1 Aspects of Teacher Lesson Preparation**

O'Neill (19880 cited by Yai, Hu and Wang (2012) in a study on the impact of teacher self efficacy on student learning outcomes in the University of HungKang, Taiwan argued that the teaching process is divided into three stages. These are the teaching preparatory stage, teaching implementation stage and the teaching evaluation stage. O'Neill (19880 further argued that the preparatory stage comprises of course plan and teaching preparation. These means that the teacher ensures that the professional documents such as schemes of work, lesson plans, lesson notes and instructional materials are in place before entering into the teaching implementation stage which comprises of the teaching methods, teaching materials and classroom management. The teacher will be deemed efficient if lesson preparation enhances quality teaching and maximum learning achievement.

Mancera and Schmolkes (2011) in a study entitled Specific Policy Recommendations on the deployment of a comprehensive in-service teacher evaluation framework proposed various frameworks that can be used to evaluate teacher practices. One of the frameworks is the planning and preparation. This domain has several components that describe how a teacher organizes the content that students are to learn , that is , how a teacher designs instruction. Components include a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring with them. The content must be transformed through instructional design into sequences of activities and exercises accessible to the students.

Mancera. and Schmolkes, (2011) further add that the area of lesson preparation also covers assessment plans. Assessment techniques must reflect instructional outcomes and document student progress. Assessment must be used for formative purposes and provide diagnostic opportunities for students to demonstrate their level of understanding. This domain is based on the principle that a teacher's role is not so much to teach as it is to arrange for learning. The plan and the students' assignments may be included in a teachers' profession portfolio. The plan's effects must be observed through action in the classroom and are reflected in student learning outcomes.

### **1.1.2 Effects of Teacher Time Management on Student Learning**

Woods and Montagno (1997) citing Lewis (1988) notes that the teacher-student interaction is very crucial for meaningful learning but this interaction is occasionally affected by student-teacher contact hours lost through teacher absenteeism. This means that the planned teaching-learning time is wasted; thus. denying students an opportunity to have meaningful learning. In developing countries, Abadzi (2007) argues in a study on instruction time loss , schools often offer to the students only a fraction of the time that the government plans

and pays for; hence, not making best use of teachers. Abagi and Odipo (1997) in a study entitled efficiency of primary education in Kenya identified various ways in which the contact learning hours were wasted by teachers in schools. They included late reporting during the first week of school opening and verbosity of teachers which involved unnecessary long speeches during the assemblies.

In a study assessing the effects of teacher absenteeism and quality teaching and learning in northern Ghana, the Northern Network for Educational Development (NNED) (2009) found out that teachers do not utilise the stipulated time for classroom learning, hence negatively affecting syllabus coverage and students' academic achievement. Woods and Montagno (1997) cautioned that teachers with highest number of absences provide students with lower standardised test scores.

### **1.1.3 Aspects of Teacher Classroom Management**

Shah (2009) in a study of teachers' behaviour on the students' academic achievement in the University's Institute of Education and Research in Rawalpindi, Pakistan argues that classroom management is concerned with a set of teacher behaviours and activities that are primarily intended to foster students' co-operation in the classroom. An efficient teacher is one who knows how to handle the students in class for maximum learning of students and hence the need to possess certain information and skills.

Gage and Berlinger (1984) cited by Shah (2009) identified two groups of students who require the attention of the teacher. These are students exhibiting too little behaviours of the desired kind and students exhibiting too much of the undesired behaviours. Gage and Berlinger (1984) further add that the former group exhibits characteristics such as failing to pay attention, failing to show interest in the lesson, truancy and too much dependence and on the latter group characteristics such as physical aggression, inappropriate movement around the class and noise making. The researcher went further to identify various strategies that can be used to enhance maximum student learning and classroom management. These strategies include teachers having knowledge of students and their backgrounds to enable the teacher in controlling students in the classroom, mastery of content in the subject area and use of appropriate teaching methods. Tahfir (2010) in the study on teacher competencies and teaching practices in Foundation University College, Rawalpindi, Pakistan notes that efficient teachers carefully manage their classrooms in order to reduce disturbance hence maximizing on learning achievements.

Akram (2011) argues that discipline ensures how students behave when the teacher is teaching. He further notes that a classroom that is not well organised results in discipline problems and the teacher spends most of the teaching-learning time handling these problems rendering the teacher inefficient. This means that a teacher who has a classroom management action plan will have an organised and structured classroom where both the teacher and students will know what to do. This student-teacher interaction produces good results. This is because students take responsibility and ownership for the task to be done. Akram (2010) adds that positive classroom environments are ones that maximize learning for all students.

### **1.1.4 Theoretical and Conceptual Framework**

One theory that we can use to understand better the cost-benefit approach to planning education is the Education Production Function (EPF) theory adopted from Dreeben and Thomas (1980). The EPF theory espouses that education outcomes are a function of inputs to the education process that are provided primarily by student families, students, community and schools. A variation of schools inputs is most likely to have an effect on the outputs.

The theory was found appropriate because teachers' efficiency level in work performance as reflected by students' academic performance is a function of various teacher inputs in the teaching and learning process. Teacher inputs in this case include the level of teacher lesson preparation, utilization of the teaching-learning time, evaluation strategies of students, classroom management strategies and learner centred teaching strategies. Teacher efficiency is a function of teacher inputs in the teaching-learning process as represented by the following relationship:

$$Te = f \{Tp, Tt, Tc \dots\dots\dots\}$$

Where Te = the Teacher Efficiency Level

f = is a function

Tp = Teacher Lesson Preparation

Tc = the Teachers' Classroom Management Strategies

Tt = the Teachers' Utilization of Teaching-Learning Time

The function depicts the relationship between teacher inputs and teacher efficiency where a teacher will be deemed efficient when better students' academic achievement will be realised without any increase in resources.

### **1.2 STATEMENT OF THE PROBLEM**

The overall research problem addressed was that despite an improvement in terms of the number of teachers employed in public secondary schools in Wajir North District, there was persistent wanting teacher work output as reflected by poor students' academic performance in the Kenya Certificate of Secondary Education (KCSE). The district has three public secondary schools with a total of 33 teachers employed by the Teachers' Service Commission (TSC) up from 24 teachers in 2010 according to the District Education Office. In addition, there are six trained teachers employed by the schools' Board of Governors (BOGs) according to the principals of the respective schools.

The schools have the required number of teachers as per the Curriculum Based Establishment (CBE) large enough to have a positive impact on student academic achievement as a measure of their output in work performance, but, this is not the case. For instance, in 2011, out of 125 students who sat for the KCSE in the district, only four students scored C + and above and in 2010 KCSE exam one out of 100 students who sat for the KCSE, only five students got C+ and above. The schools have remedial lesson programmes in place but

still the efforts appear fruitless. The TSC on the other hand provides teachers with hardship allowances as a way of motivating them to teach in arid and semi-arid (ASAL) regions; but, still the students' academic performance is wanting. Thus, this study set out to determine the level of teachers' efficiency in work performance in public secondary schools in Wajir North District, Kenya.

This is because education in Kenya is a highly results oriented discipline in the sense that prospective employees or candidates are judged by the grades they attain at the end of whatever educational cycle they are enrolled in. The examination that plays this function at the secondary school cycle is KCSE. In view of the dismal performance, it was imperative that a research study be carried out to find out why only few students achieve a grade of C+. Does it have anything to do with the level of competence of the teachers who are supposed to prepare them for the national examinations and ensure that they achieve academically? .

### **1.3 RESEARCH METHODOLOGY**

#### ***1.3.1 Research Design***

Descriptive survey was deemed an appropriate research design for this study which was carried out between July 2011 and September 2012 in Wajir North District; one of the districts found in the Arid and Semi-Arid Land (ASAL) regions of Kenya. During that period, concern had been raised about the poor results being posted by schools in that region. These, despite the financial investment that had been made by the government to uplift education standards in the name of affirmative action. Students in secondary schools are exposed to different academic activities and environments which may depend on the organizational level and administrative experiences of the principals, as well as the competence of the teachers in terms of interpreting and implementing the curriculum. Hence, we wanted to carry out an in-depth comparative study on the work and activities of principals in different schools in order to determine how monitoring of curriculum and instruction were carried out.

#### ***1.3.2 Target Population***

At the time of the study, Wajir North District had three (3) public secondary schools with a total of three (3) head-teachers, 30 teachers and 600 students. All these formed the target population for the study.

#### ***1.3.3 Sampling Techniques and Sample Size***

All the 30 teachers and three (3) head-teachers were purposively sampled because they were information rich cases and yet they were not many. A total of 234 students from the three secondary schools were selected using simple random techniques where every student was given an equal chance to participate in the study. Using convenient sampling, 16 classes were selected and observed during the research process.

#### ***1.3.4 Research Instruments***

Research data were collected using four instruments. These included the questionnaire, observation schedule, document analysis and checklists which according to Kombo and Trump (2006) are some of the plausible data collection instruments. Questionnaires were designed to collect data from the head-teachers and teachers and students; they contained open-ended and closed-ended questions as well as statements to be responded to.

Observation schedules were administered in the classrooms to collect information on teacher punctuality, classroom management strategies, teaching strategies, instructional materials used and students' evaluation.

Document study was carried out in order to collect information about teacher punctuality in reporting to school, permission requests, lesson preparation and students' academic progress. The documents analysed included school teachers' files, minutes from staff meetings held during schools' opening periods, lesson plans, schemes of work and logbooks of marks gained from student assignments and continuous assessment tests. Checklists were used to collect data on the presence of professional documents that teachers are required to prepare.

To enhance the validity of the research instruments, a pilot study was carried out in one school so that from the responses ambiguities in the questionnaire items were removed and corrected. For instance, questions that were vague were revealed as respondents interpreted them differently and hence the need to re-phrase them so that they carry some meaning to all respondents. Comments and suggestions given by the respondents were considered to improve the questionnaire. In addition, the instruments were also appraised by two supervisors who are authorities in the area. The content of the items in the questionnaire were then corrected as appropriate to ensure that content validity was enhanced. The instruments were re-administered to four teachers, two head-teachers and twenty students in one school after the first admission. The two sets of scores for each group were correlated using Pearson product moment formula to obtain the reliability of the instrument. The co-efficients of correlation were found to be 0.05, 1.00 and 0.95 for teachers' questionnaire, head-teachers' questionnaire and students' questionnaire respectively. Hence the reliability of the three questionnaires was considered high enough to give consistent results.

#### **1.4 RESEARCH OBJECTIVES AND QUESTIONS**

The objectives of the research were, to;

1. Analyse the level of teachers' preparation of lesson plans as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District
2. Determine the utilization of teaching-learning time by teachers as a monitoring tool for efficiency in the provision of education public secondary schools in Wajir North District.
3. Assess the teachers' classroom management strategies as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District.

In order to achieve the objectives, the following research questions were asked;

1. To what level do teachers prepare for lessons as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District?
2. To what level do teachers utilize teaching-learning time for classroom learning as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District?
3. What is the level of utilization of classroom management strategies by teachers as monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District?

## 1.5 RESEARCH FINDINGS AND DISCUSSION

The questionnaires were administered to 135 respondents all of whom completed and returned translating into a 100% questionnaire return rate. All the questionnaires responses were usable. Data were analyzed using appropriate descriptive statistics and the major findings of the research are as discussed in this section. The findings are corroborated with the information obtained from documents analyzed and literature reviewed and is reported on a question by question basis.

### 1.5.1 Research Question 1: To what level do teachers prepare for lessons as a monitoring tool for efficiency in the provision of education in public Secondary schools in Wajir North District?

Teachers were provided with the question touching on various aspects of teacher lesson preparation and their responses are summarised in Table 1

**Table 1:. Teachers’ Responses on aspects of Teacher Lesson Preparation**

Question	Yes	%	No	%
Do you prepare lesson plans for the subjects you teach?	17	63	10	37
Do you have lesson notes for your subjects in all the classes you teach?	25	92.6	2	7.4
Do you prepare Schemes of Work?	27	100	0	0
Do you use the prepared Schemes of Work?	17	63	10	27
Do you prepare Teaching Aids?	14	51.9	13	48.1

From Table 1, it is clear that more than half (63%) of the teachers observed did prepare lesson plans, 93% of them prepared lesson notes. In addition, all teachers prepared schemes of work, with 53% using them and about 53% of the teachers also prepared teaching aids. This indicates that the teachers’ level of lesson preparation was quite high and was very effective as a tool for monitoring work performance.

Students were also asked whether or not they agreed with this state of affairs reported in Table 1. Using a Likert Scale, their responses were as reported in Table 2.

**Table 2: Students’ response on Teacher Lesson Preparation**

Statement	Agree	%	Undecided	%	Disagree	%
I have lesson notes for all the subjects	169	84.5	26	13	5	2.5
Teachers use textbooks to teach	137	68.5	6	3	47	23.5

It emerges from Table 2 that a majority of the students did say that they have lesson notes for all the subjects taught and a large number of them also did agree with the statement that teachers use text-books to teach. This actually means that to some extent, teachers did prepare for lessons which could also be used as a monitoring tool for efficiency in the provision of education. From the checklists that we had, we were also able to ascertain that all records of work covered, schemes of work and lesson notes were present. However, the lesson plans used were not available. In addition, teachers were also asked to rank themselves in terms of their preparedness to teach; while head-teachers were asked to rate their teachers on the same. Their responses are recorded in Table 3.

**Table 3: Teachers’ and Head-teachers’ Ratings on Teacher Lesson Preparation**

Respondent	Good	%	Fair	%	Poor	%
Teachers	20	74	4	15	3	11
Headteachers	1	33	2	6.7	0	0

Table 3 indicates that 74% of the teachers rate themselves as being good in lesson preparation and therefore, quite efficient in terms of providing education in public secondary schools in the area of study. However, not many of the head-teachers think that their teachers are that efficient

**1.5.2 Research Question 2 :** To what level do teachers utilize teaching-learning time for classroom learning as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District?

Teachers were asked to respond to two questions on time management and utilization. The questions and their responses are summarised in Table 4.

**Table 4: Teacher Time Management and Utilization**

Question	Yes	%	No	%
Do you always report to school during official opening on the first day?	12	44.4	15	55.6
Do you ask for permission within the term to attend to personal issues?	19	70.4	8	29.6

In addition, an analysis of official documents such as the teachers’ personal files revealed that the average number of permissions per teacher to be away from school stood at 8. A further analysis of teacher class attendance register/sheets revealed that teachers on average miss 10 lessons per week. This, in addition to the fact that 70.4% of the teachers indicated that they requested for permission to attend to personal issues during the school term. This shows that the teachers do not utilize the teaching-learning time fully as a monitoring tool for teacher efficiency. Further, head-teachers were asked to rate their teachers on punctuality in reporting to school; punctuality in class attendance and lesson attendance. The responses were not encouraging. Students were also asked two questions on teacher time management and utilization. Their reactions are recorded in Table 5.

**Table 5: Students’ responses on teacher time management and utilization**

Statement	Agree	%	Undecided	%	Disagree	%
Teachers in this school are punctual in coming to class	129	64.5	6	3	65	32.5
We miss lessons when teachers are within the school	62	31	10	5	128	64

We sought qualitative data from the teachers in order to identify activities in the schools that waste teaching-learning time. These are captured in Table 6.

**Table 6: Activities in the School that waste Teaching-Learning Time**

Activity	Frequency(N)	Percentage(%)
Punishing of Students	18	67
Supervision of Manual Work	9	33
Praying	10	37
Organizing Classrooms and Containing Students	15	56
Morning Assemblies	16	59

Teachers usually identify the type of punishment to give and thereafter supervise it. Since the identified punishment is not done outside of the teaching-learning time, teachers have to miss lesson as they carry out the exercise of punishing undisciplined students. Secondly, students are not responsible enough to do manual work within the stipulated time. Thus, teachers are forced to supervise them to the extent of using teaching-learning time on manual work such as cleaning of school compounds every morning. Moreover, this research was carried out in a Muslim dominated region where prayers are made five times a day. In the process, some students delay to go for prayers and so delay in going to class. This process wastes teaching-learning time as teachers have to wait for learners. Furthermore, when teachers enter a disorganised class in which students move in and out of class as they like, they usually spend some time trying to create order. This eats into the teaching-learning time. In addition, time is wasted in morning assemblies due to the verbosity of teachers and prefects. We got the impression that the some schools do not have a proper plan of who should speak on these assemblies to minimize teaching-learning time wastage of the first lessons of the day

**1.5.3 Research Question 3:** What is the level of utilization of classroom management

strategies by teachers as monitoring tool for efficiency in the  
provision of education in public secondary schools in Wajir  
North District.?

Teachers were asked to indicate whether or not they used classroom management strategies as a toll for monitoring teacher efficiency using a likert scale. Their responses are recorded in Table7.

**Table 7: Teacher Classroom Management**

<b>Statement</b>	<b>Agree</b>	<b>%</b>	<b>Undecided</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>
Students murmur in class when I am teaching	10	37	1	3.7	16	59.3
Students move in and out of class when I am teaching	10	37	1	3.7	16	59.3
Students sleep on desks when I am teaching	14	51.9	1	3.7	12	44.4
I don't care if students are not attentive	5	18.5	4	14.8	18	66.7
Students interrupt my lessons in class	9	33.3	1	3.7	17	53.7

The data speaks for itself. It appears that a majority of the students are well behaved while in class. The only cause for concern is that a good number of students actually sleep on desks when classes are in progress. Nevertheless, the fact that teachers are alert to what is going on around them shows that they utilize various classroom management strategies as a tool for monitoring efficient service delivery.

Students were also requested to provide information with regard to the classroom management strategies used by the teachers. Their responses are recorded in Table 8. In addition, teachers and head-teachers were asked to rate teachers on classroom management strategies used. Table 9 shows a summary of their responses.

**Table 8: Students’ Perception of Teacher Classroom Management**

Statement	Agree	%	Undecided	%	Disagree	%
Students are rude to teachers in class	64	32	6	3	130	65
Students fall asleep during class	68	34	9	4.5	123	61.5

**Table 9: Teachers and Head-teachers’ ratings on teacher classroom management**

Respondents	Good	%	Fair	%	Poor	%
Teachers	21	78	5	19	1	3
Head-teachers	3	100	0	0	0	0

## 1.6 CONCLUSIONS AND RECOMMENDATIONS

### 1.6.1 Conclusions

From the research findings, it is clear that teachers prepare for lessons as a monitoring tool for efficiency in the provision of education in public secondary schools in Wajir North District; hence their level of efficiency in work performance is high. Teachers in Wajir North District utilise the teaching-learning time well as a monitoring tool for efficiency in the provision of education.

Furthermore, teachers in Wajir North District do evaluate students well using different evaluation strategies and utilise various classroom management strategies of students. Generally, there is high level of efficiency of teachers in work performance in public secondary schools in Wajir North District. Nevertheless, teachers do not utilise learner-centred teaching strategies as a monitoring tool for efficiency in the provision of education in public secondary schools in the said region.

### **1.6.2 Recommendations**

The following recommendations based on research findings were made:

1. In order to improve the level of efficiency of teachers in their work performance and to realize success, head-teachers need to provide enough instructional materials to enhance teacher lesson preparation and to ensure that planned educational programmes activities are professionally done.
2. The level of teacher efficiency in work performance in the district will be improved if the government through the Ministry of Education plans for in-service programmes for teachers to improve on their teaching skills. This will assist in improving teachers' skills on lesson preparation, utilization of the teaching-learning time, evaluation strategies used on students, classroom management strategies and learner-centred teaching strategies, as monitoring tools for efficiency in the provision of education in public secondary schools in Wajir North District.
3. Head-teachers need to provide proper working framework to ensure that the teaching-learning time is well utilised to minimize student wastage in schools.

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