A STUDY ON INFLUENCE OF UNAIDED SECONDARY SCHOOL HEAD MASTERS' ADMINISTRATION ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Dr. Ashokkumar B. Surapur
Associate Professor, Department of Education,
Karnataka State Akkamahadevi women's University, Viajayapura.

ABSTRACT

Education is endless interaction, which is unpredictably joined with life, advancing the person with an assortment of involvement, igniting the blazes of information with steady testing into the secrets of life, inside and without. Each educational foundation should create taught, wise person who can figure autonomously not a mass which can be controlled. For this, the emphasis in education should shift from cramming information to stimulating analytical thinking. **Charles E. Silverman** *in his Crises in Class-room rightly mentioned "What tomorrow needs is not mass of intellectual, but mass of educated men to feel and to act as well as to think. Herbert Spencer said "Education is the training of completeness of life; it will bring out the perfection which is latent in every man".*

KEYWORDS: *blazes of information , educational foundation , stimulating analytical thinking.*

INTRODUCTION

Education doesn't mean pouring of parcel of thoughts or data into the mind of the person. It's anything but a higher cycle of drawing from inside than putting from without. It implies the steadily mental development and enhancement of man from outset to development.

Advanced education is at very much the same season of the main impetus of financial turn of events and the point of convergence of learning in a general public. It is both store and maker of information. Also it is the chief instrument for passing on the aggregated insight, social and logical, of humankind. Also, the impact of development and innovative advancement implies that financial matters will progressively request capabilities that require undeniable level mentalities.

A high – quality school personnel is the foundation of a fruitful educational framework. Day by day association among educators and understudies is at the focal point of the educational interaction; drawing in and holding excellent instructors is, in this way an essential need for education. One stage in fostering a top notch personnel comprehends the variables related with showing quality and maintenance. One of these variables is work fulfillment, which has been concentrated broadly by hierarchical responsibility just as to authoritative execution. Customarily it's difficult fulfillment with the work yet with the vocation overall that is significant fulfillment with educating as a profession is a significant arrangement issue since it is related with educator viability which at last influences understudy accomplishment. Since staff are both the biggest expense and the biggest human resources asset of an educational system, understanding elements that add to educator fulfillment is vital for improving the data base expected to help a fruitful educational framework.

_____

_____

The major approaches employed by governments to ensure ongoing educational reforms were identified as old Public administration (OPA), new public management (NPM) and organizational learning (OL). Inconsistencies within and between these approaches were shown create their own pressures on schools and their leaders.

In different phases of our lives each one of us is associated with one kind of organization or the other – a school, a college, a religious or civic organization, any sports club etc. some organizations like the college and schools are less formally structures. But structures while others like a local cricket team are less formally structured. But irrespective of the differences all the organizations have some common basic features. This is to say that in each organization people work together and try to achieve collective objectives, a specific goal or set of goals or purpose through their integrated efforts.

However to integrate these efforts (running such activities or organizations) in this process an activity- management is needed so that they can attain their objectives. It is only through efficient management, a group activity can be planned, organized, directed, controlled and unified so that the objectives can be achieved.

The key relationships in the ways school leaders, strengthen teacher recruitment, development and retention were shown to include factors such as teacher satisfaction. School effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning and development. School leaders can be a major influence on these school – level factors as well as help buffer against the excusers of the mounting and sometimes contradictory external pressures. A skilled and well supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job.

In many spheres of life individuals have to get subjected to rigorous scrutiny for one reason or the other. The chief reason to this is that life in the formal word is about ties, relationships and responsibilities; hence it will be wise to have an understanding of the background of the kind of persons and professions (jobs) that one intends to get involved with. A job is a collection of tasks, duties or responsibilities assigned to an individual which exists regardless of who performs the functions. In reality, all educational administrators have highly rewarding and challenging jobs. They are not simply disciplinarians, but are the leaders of entire community of learners. An educational administrator needs to organize and manage the educational administration, provide support service and activities that facilitate the effective running of an organization. He has to provide direction and day-to-day management in their institutions. Furthermore, he has to exhibit strong interpersonal and communication skills, because much of his job involves working corporately with others.

1.2 MEANING AND DEFINITIONS OF EDUCATIONAL ADMINISTRATION

The term 'Educational Administration is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies.

Education administration has been defined variously. Some of the important definitions are given below :
➢ American Association of School Administration describes administration as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise."
➢ According to National Society for the Study of Education (NSSE) "Educational Administration is a social statesmanship which guides educational activities, plans, programmes mid facilities, and provides leadership in a long-term but broad social perspective."
➢ According to Samuel Mathai, "Educational Administration presumably means the combined operation of a large number of persons whereby the whole fabric of education in the country is maintained in good working condition. An administration is a person who has a part to play in running an institution. He is responsible servant whose duties may includes both giving orders and carrying out orders.

_____

_____

1.3 NATURE OF EDUCATIONAL ADMINISTRATION:

The Educational Administration has the following nature:

1. Educational administration doesn't refer to any single process rather different processes or aspects constitute administration. These are planning, organizing, directing, Coordinating and evaluation.
2. Educational administration is a non-profit making task.
3. Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources.
4. Educational administration is more an art than a science. The reason is that human relationship prevailed here can't be maintained by any set of formulae.
5. Educational administration is similar to general administration in many ways, but it is also dissimilar to general administration in many more ways.
6. Educational administration is a complex affair.

1.4 ROLE OF HEADMASTER:

The role of the headmaster is very important and comprehensive because educational expansion is still in its infancy and various traditions and evil practices, such as casteism and provincialism, are still prevalent in our country and society. The position of the headmaster in a school is like that of a captain in a ship. On their policy depends the social prestige of the school as well as the future of the country.

School Headmaster or Principals are stewards of learning and managing supervisors of their schools. They provide vision and leadership to all stakeholders in the school and create a safe and peaceful environment to achieve the mission of learning and educating at the highest level. They guide the day to day school business and oversee all activities conducted by the school. They bear the responsibility of all decision making and are accountable for their efforts to elevate the school to the best level of learning achievements for the students, best teaching skills for the teachers and best work environment for support staff.

The role of the Headmaster or Principal covers many different areas including leadership, teacher evaluation, and student discipline. Being an effective principal is hard work and is also time consuming. A good principal is balanced within all her roles and works hard to ensure that she is doing what she feels is best for all constituents involved. Time is a major limiting factor for every principal. A principal must become efficient at practices such as prioritizing, scheduling, and organization.

A school Headmaster or Principal is a primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have his hand in the day-to-day activities of the school, and listen to what his constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. He stays calm in difficult situations, thinks before acting, and puts the needs of the school before himself. An effective principal steps up to fill in holes as needed, even if it isn't a part of his daily routine.

1.5 Need of the Study:

Administration requires lot of skills to enhance the academic integrity of the institution hence the current investigation is to focus on the Secondary school head teacher job activities and performance in connection with various components of the Administration pattern. There is dire need to look over the Administrative pattern styles of secondary school head teachers which signifies to undertake the study.

2. REVIEW OF RELATED LITERATURE
2.1 Introduction

A research work is not meaningful without a thorough analysis of the related work. The search of related literature should be completed before proceeding with the actual conduct of the study.

_____

_____

2.2 Rationale for the study – Empirical Evidences for the selected variables

A number of studies have been carried out on job activity of educational administrators. Thus, the critical appraisal of the related studies is presented below;

Morris, Porter-Gehrie and Hurwitz (1984) described and analyzed the activities of school principals and found principals usually spend less than half their work day in their offices, they have a good deal of discretion in their decision-making and that the principals' behavior affects four distinct constituents viz., teachers and students, parents and others in the community, superiors and the principal himself or within a different approach Neil

Argyris (1993) found that school supervision and support is indispensable for improving the quality of education.

Borowiec-Koczera (2001) found that significant impact of administration on overall aspect of school climate; school administrator's participation in professional development activities had a positive impact on school climate.

Grauwe (2004) found that "modern " approaches to fostering school quality such as school self-evaluation are not in accord with school and supervisory practices in India.

Gupta and Aggarwal (2007) found that there is an apparent gap in providing guidance, help and support for improving the teaching learning process and the professional development of teachers.

Sudsberry (2008) found principals of high performing , high needs schools are active in the role of leading school improvement; work within an environment of shared leadership and are attuned to the wants and needs of the staff.

Richard (2008) found that principals in higher poverty level schools spending a significantly greater amount of time on tasks.

Szabocsik (2008) found that administrators who have a deep understanding of reading can better recognize and support excellent literacy teaching as well as identify and correct instructional practices. They made more informed administrative decisions and altered their administrative actions to reflect their new learning.

Tyagi (2009) studied that senior secondary school heads used reflective practices in different ways to develop teachers. They introduced innovations in their schools to provide professional support to develop teachers and coordinated with other schools to develop learning innovation for reflective practices.

Hamera (2010) studied – Principal Leadership and school effectiveness: Perceptive from Principals and teachers. The findings indicate high level of engagement of principals in leadership practices associated with order, discipline, resources and input whereas it shows low level of engagement in culture, focus and intellectual stimulation.

Ngware and Wamukuru (2006) noted that, in addition to general communication skills, training teachers in the principles of teamwork and team building would be of great benefit to both the teachers and students. A team that meets regularly provides the members with the opportunity to express concerns, offer opinions and ask for clarification of roles, duties and goals. Teams with clearly defined roles and regularly scheduled meetings can experience many advantages not the least of which include increased job satisfaction, reduced tension, improved job performance and self confidence. Effective head teachers should identify the expectations for their schools and describe them correctly for the entire schools.

Bhella (1982) in a study that correlated the teachers' production and principals' leadership found out that where important relationship exists between teacher/principal relationship and his/her concern with people, production was high. The study showed that a principal who demonstrates a high level concern for people and for the product, has a better rapport with school community.

Boyan (1985), consistently reported that successful schools in examination performance, have the following characteristics: School climate conducive to learning, one free of disciplinary problems and vandalism; a school wide emphasis on basic skills on instructions; teachers who hold high expectations for all students to achieve; a system of clear instructional objectives for monitoring and assessing students' performance; and a school principal who is a strong programmatic leader and who

_____

_____

sets high standards, observes classrooms frequently, maintains students' discipline, and creates incentives for learning.

Orora (1998) observed that research on school leadership and school management is gaining momentum with the increasing awareness that within the school environment, the head teachers are the actors in charge of translating policies into everyday practices. Evidence from school improvement literature according to studies in the United States by Brooker (1979), Edmonds (1982), Mortimore (2000), all concur that effective leaders exercise a direct or indirect but powerful influence on the school's capacity to implement reforms and improve students' levels of achievement. They further pointed that head teachers in high achieving schools engage more in behaviour associated with cultural linkage than head teachers in other schools. In their study students' achievement appears to be influenced by environmental and organization characteristics. Studies conducted by Evans (1999), Sorgionanni (2001) and Chege (2002) found that the quality of leadership in a school matters in determining the motivation of teachers and the quality of the teaching. Moreover, Sergiovanni(2001) noted that the more distributed the leadership is throughout the school community, in particular to the teachers, the better the performance of that school in terms of students' outcomes.

According to **Rutter (1979),** the above differences were accounted for by school alterable factors of; degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good condition for pupil's learning, and the extent to which children were able to carry out responsibility. The principals' management practices greatly contributed to the differences in performance.

Brookover (1979), in his studies further noted that the highest level of school management specializes on students' achievement and their well being. Head teachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behaviour that provide the central focus of other styles of leadership in order to achieve the schools' objectives. The head teachers' management practises are therefore a key player in establishing the school's wide instructional goals, practices and in developing the schools' curriculum. One of the roles of the Head Masters' is to carry out internal supervision of curriculum implementation in his/her school. This involves physical observation of teachers lessons in progress. Regular class supervision promotes curriculum goals and failure to do so may lead to poor performance in national examinations Edmods (1980).

2.3 Conclusion (Gap analysis)

The findings and conclusions of various investigations and researches indicated that researches on job activity analysis of educational administration are quite limited and mostly related with their supervisory role only. Being a potential area, its multiple spheres need to be explored. So, attempts were made to partly make up the deficiencies and fill up the existing gap in research in the areas related to educational administrators.

The above studies revealed the traces of research studies took place in the field of elementary school head teachers job satisfaction which are in line with the research studies of **Bennell and akyeampong (2007),Mahmood (2004), Jaieoba (2008).** Whereas the studies are not conducted in the field of secondary school head teachers job satisfaction so far which constitutes the base for the present study? Studies related to Organizational behavior were conducted in the field of Secondary school head teachers, this promotes to pick such titles as taken for the present study.

2.4 NEED AND IMPORTANCE OF THE STUDY:

The investigator has sought to examine the relationship between the Head Masters' Administration and academic achievement of secondary school students. Investigator also wanted to compare the academic achievement of different types of school students performance. The investigator on the basis of his finding also aimed at providing few tips and suggestions in order to excel the academic performance of the head of the Institutions.

_____

_____

3 Research Methodology
3.1 General Objectives of the Study
OBJECTIVES OF THE STUDY:
1. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Secondary School students.
2. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Boy students.
3. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Girl students.
4. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Urban School students.
5. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Rural School students.
6. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Government school students.
7. To study the effect of Secondary school Head Masters' Administration on Academic Achievement of Private school students.

3.2 Variables :
Independent Variables to be considered in the study:
i. Head Masters' Administration
Dependent Variable to be considered in the study:
i. Academic Achievement
Moderate variables to be considered in the study:
i. Gender: Boys and Girls
ii. Location: Rural and Urban
iii. Management: Government and Private

3.3 RESEARCH HYPOTHESES:
1. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of secondary school students.
2. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of Boy students.
3. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of Girl students.
4. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of Urban school students.
5. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of Rural school students.
6. There is no significant relationship between secondary school Head Masters' Administration on their Academic Achievement of Government school students.
7. There is no significant relationship between secondary school Head Masters' Administration   on their Academic Achievement of Private school students.

3.4 DESIGN OF THE STUDY:
The present study is the descriptive study where a survey is undertaken to measure the influence of secondary school HEAD MASTERS' administration on Academic achievement of secondary school students of Vijayapur District.
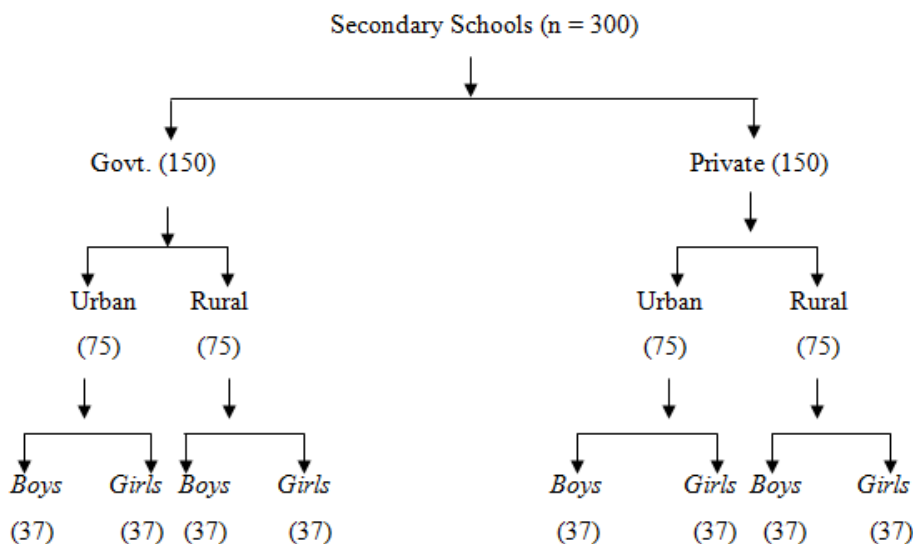
_____

3.5 TOOLS TO BE USED IN THE STUDY:
1.   N.A. Nadeem and B.Mudasir job activity analysis scale. (JAAS-NNMB)
2.   Academic Achievement of secondary school shall be prepared by Investigator.

3.6 COLLECTION OF DATA:
The investigator will collect the essential data by visiting different Secondary Schools from Vijayapur District. The sex, management and location of the Secondary Schools aew collected through a personal data proforma.

3.7 SELECTION OF THE SAMPLE :
Using random sampling technique 300 schools are selected from secondary schools of Vijayapura District. The break of sample will be as follows.

3.8 STATISTICAL TECHNIQUES USED :
The following statistical technique will be used for analyzing the data and will be computed by using standard formulas,
Regression analysis

3.9 Tool used in the Study
To test the hypotheses formulated for the study, data is collected with the help of following tool:
N.A.Nadeem and B.Mudasir - Job activity analysis scale (JAAS-NNMB)

4. Analysis of the Result:
Data Analysis and Interpretation of the Results
Table No:20 Results of Correlation Coefficient between, administrative scores gender and location of the head master of unaided secondary school with respect to academic achievement their students

_____
Journal for all Subjects : www.lbp.world

7

Variables	Academic achievement of secondary school			
	Correlation coefficient (r-value)	t-value	p-value	Signi.
Administrative scores	.101	1.205	>05	N S
Gender	.143	1.715	<.05	S
Location	.099	1.181	>.05	N S

1. A non significant and positive relationship was observed between administration scores of the head master of unaided secondary schools and academic achievement of their Students (r=.101, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted. It means that, the administration scores of the head master of unaided secondary schools does not   influence positively on academic achievement of their the students.
2. A significant and positive relationship was observed between gender of the head master of unaided secondary schools and academic achievement of their Students (r=.143 p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the gender of head master of the unaided secondary schools influence positively on academic achievement of their the students.
3. A non-significant and positive relationship was observed between location   of the head master of unaided secondary schools and academic achievement of their Students (r=.099, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted. It means that, the location of head master of the   unaided secondary schools does not influence positively on academic achievement of their the students

5 DISCUSSION EDUCATIONAL IMPLICATIONS:
1. The finding reveals that Private secondary school head teacher performance is high as the sound infrastructure facilities enhance the job performance of the Head teacher which is in line with the finding of the Micheal(1999), Wesley H(2000). Lack of proper infrastructure facilities and attitude of society towards admitting their wards at Private secondary school head teacher is casual factor in declined head teacher performance of Private secondary school head teacher job performance which is in line with the findings of Balaglu (1986), Mayo Jew (2011). Hence proper infrastructure facilities at Private secondary school is need of the hour . An award in the form of reward to best performing Private secondary school shall motivate the performance of on the administration of

5.1 Suggestions in connection with the Findings
1. Provide higher degrees of autonomy with appropriate support. School leaders need time, capacity and support to focus on the practices most likely to improve student learning. Greater degrees of autonomy should be coupled with new models of distributed leadership, new types of accountability and training and development for school leadership.
2. Redefine school leadership responsibilities for improved student learning: Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice. This study identifies four major domains of responsibilities as key for school leadership to improve student outcomes
3. Supporting, evaluating and developing teacher quality, school leaders have to be able to adopt the teaching programme to local needs, promote teamwork among teachers and engage in teachers monitoring evaluation and professional development.
4. Goal setting, assessment and accountability: Policy makers need to ensure that school leaders have discretion in setting strategic direction and optimize their capacity to develop school plans and goals and monitor progress, using data to improve practice.

_____
Journal for all Subjects : www.lbp.world

8

_____

5. Strategic financial and human resources management: Policy makers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial support services to schools. In addition, school leaders should be able to influence teacher recruitment decision to improve the match between candidates and their schools' needs

6. Collaborating with other schools: This new leadership dimension needs to be recognized as a specific role of school leaders. It can bring benefits to school systems as a whole rather than just the students of a single school. But school leaders need to develop their skills to become involved in matters beyond their school borders.

7. Distribute school leadership: The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools.

8. Develop skills for effective school leadership: country practices and evidence from different sources show that school leadership need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and room for contextualization.

9. Encourage initial leadership training: whether initial training is voluntary or mandatory can depend on national governance structures. Government can define national Programmes, collaborate with local level governments and develop incentives to ensure that school leaders participate.

10. Organize Induction Programmes: Induction Programme are particularly valuable to prepare and shape initial school leadership practices and they provide vital networks for principals to share concerns and explore challenges. These programmes should provide combination of theoretical and practical knowledge and self-study.

11. Make school leadership an attractive profession: the challenge is to improve the quality of current leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of principals and the fact that the job does not seen to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for principals may also deter potential candidates. Strategies to attract, recruit and support high performing school leader include the following-

1. The relative attractiveness of salaries for school leaders can influence the supply of high quality candidates. Policy makers need to monitor remuneration compared to similar grades in the Public and provide sectors and make school leadership more competitive.

2. Providing career development prospects for school leaders can help avoid principal burnout and make school leadership a more attractive career option.

5.2 Limitations of the Study:
1. The study is limited to Private Secondary school head teachers
2. The study is covered Primary school head teachers which is the base for Indian educational growth and Academic performance of the students.
3. Variable like socioeconomic conditions, residential location of the teacher and students are not covered.
4. Aided secondary school categorized under the heading of Private secondary school head teacher.

5.3 Recommendations for future study:
1. The study shall be extended to Primary school, Post secondary school, Degree college, autonomous colleges, Teacher education colleges.
2. The other variables like Mental health, Socio-economic status, socio-emotional status of the school shall be taken for the study.
3. The study shall be extended to more samples size of the population.

_____

_____

BIBLIOGRAPHY

1. Albany Bowman, J.S and Menzel, D.C (1998) Teaching Ethics and Values in Public administration Programs: Innovations, Strategies and Issues, SUNY Press
2. Alvin,G.W.(1950). *Studies in Leadership*, New York : Harper and Raw Publishers.
3. Ansari,M.A.(1990),Managing People at Work-Leadership Styles and Influence Strategies, New Delhi: Sage Publications.
4. Association for Practical and Professional Ethics://php.indiana.edu/-appe
5. Bernad, M. Bass (1960).*Leadership Psychology and Organisational Behaviour*, NewYork : Harper and Row
6. Bhat,K.S. and Shankar, R.Ravi (1985).*Administration of Education*, New Delhi: Prentice Hall of India Private Ltd.
7. Borg,W.R. and Gall, M.D.(1989).*Educational Research – An Introduction*, 5th Edition, New York: Longman Inc
8. Briggs, Ann R.J. and Coleman, Marianne (2007.*Research Methods in Educational Leadership and Management*,2nd Edition, UAE" Sage Publication.
9. Brogan, G. B.(2003).*Job satisfaction of Idaho high school principals.* Unpublished doctoral dissertation. Idaho state University, Boise.
10. Butch M.B. (1991). *Fourth Survey of Educational Research, New Delhi*: NCERT, Vol. I and II.
11. Garret, H.E.(1969).*Statistics in Psychology and Education*, 5th Indian Edition, Bombay: Vakil Feller and Simons Private Limited
12. Ghazi, S.R.(2004).*job satisfaction of elementary school head teachers (Toba Tek Singh) in the Punjab ,* Unpublished Ph.D thesis NUML Islamabad, Pakistan.
13. Ghazi, et.al.(2010). University Teachers' Job satisfaction in the North West frontier Province of Pakistan. *Asian social Science* vol.6, No 11: November 2010.
14. Gorton, R.A. (1983). *School Administration and Supervision : Leadership Challenges and Opportunities*, Dubuque, IA: W. M. C. Brown Company Publishers
15. Jaiyeoba, A.O., and Jibril, M.A. (2008).A Study of Job Satisfaction of Secondary School Administrators in Kano State. *African Research International Journal. Volume 2(2).*pp 94-107.
16. Khan,M.A.(1999).*A comparative study of job satisfaction among teachers of government and private secondary schools in karachi:* Unpublished Ph.D thesis Karachi University.
17. Stemple, J. D. Jr (2004).*Job satisfaction of high school principals in Virginia.* Unpublished PhD thesis Virginia. Virginia tech and state University.
18. University News 49(36) September 05-11,2011
19. University News, 49(21) May 23-29.2011.
20. Abaya, J. (2011). How Secondary School Principals Build Trust in Kenya Secondary Schools. St. Louis: The University of Missouri.
21. Bhella, S. K. (1982). Principals Leadership Style, Does it Affect Teacher Morale; Education, 102. 369 – 376, Retrieved September 24, 2006 from Psy CINFO Data base.
22. Boyan, N. J. (1988). Hand book of Research on Educational Administration ; London: Longman.
23. Kent, G. (1989). *The Modern Primary School Head Teache*r, Kogan Page Publisher, London:
24. Kerlinger, F. N. (1986). ―Survey Research" in Foundation of Behavioral Research in Education, New York.
25. Ocham, L. A. (2010). Effects of Head Teachers Motivational Practices on Teacher Performance in Public Secondary Schools in Koibateck District, Kenya, http://erepository.uonbi.ac.ke:8080/handle/123456789/4763. Accessed on 25th February 2013.
26. Orora, J. O. (1988). School Culture and the Role of the Principal, Unpublished PHD Dissertation, Dal housie University Nova Scotia.
27. Koul, I. (1993). Methodology of Educational Research, New Delhi, Willey Eastern Ltd.
28. Okumbe, J. A. (1998). Educational Management Theory and Practice, Nairobi University Press Usdan,

_____

_____

29. M. C. (2001). Leadership of Student Learning; Redefining the Teacher as a Leader, Institute of Educational Leadership. Washington DC.
30. Wekesa, G. W. (1993). The Impact of Head Masters' Leadership on Student Academic Achievement, Unpublished PHD Dissertation; Teacher College; Columbia University.

WEBIOGRAPHY
- www.gcu.edu.pk
- www.egoboosterbooksfiles.wordpress.com
- www.Maxwellsci.com
- www.jree.psu.edu
- www.europeanjournal/scientificreserach.com
- -www.roseproject.no
- Shodhgamna.inflibnet.ac.in
- www.iea.nl
- www.academicjournals.org.
- www.eurojournals.com
- http://www.yorku.ca/cdc//sp/index.htm
- http//www.ferrum.edu/arc.ontheweb.htm
- http:/slc.berkeley.edu/general/index.htm
- http://www.ucc.vt.edu/stdysk.stdyhelp.html
- http://www.eric.ed.gov
- http://www.eric.ed.gov.
- www.darmouth.edu/acksills.success/index.htm
- www.isrj.net/Nov/Education_59.aspx

_____