

School management and students' performance in private secondary schools in Uyo metropolis, Akwa Ibom state, Nigeria

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ABSTRACT

The study examined the relationship between school management and students' performance in private secondary schools in Uyo metropolis, Akwa Ibom State, Nigeria. The descriptive and survey methods were adopted for this study. The population of 90 students was adopted for the study using purposive sampling techniques. For the objectives of the study to be achieved, two research questions and two hypotheses were formulated and tested. The study utilized structured questionnaire and interview as the major instruments for data collection. Data collected were analyzed using simple percentage and Pearson Product Moment Correlation (PPMC). Results showed that there is a significant and positive relationship between variables of school management such as teachers' behaviors, time management and students' academic performance in private secondary schools in Uyo metropolis, Akwa Ibom State, Nigeria. It was recommended that, management of private secondary schools in Uyo metropolis, Akwa Ibom State, Nigeria should be effective in time management and be more proactive in human capital management programs to ensure effective and improved performance of both teachers and students.

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1. INTRODUCTION

The relevance of school management for achieving effective performance in any nation cannot be over-emphasized. School management generally refers to the process of organizing and overseeing the day-to-day operations of a school, including but not limited to academic programs, student affairs, staff management, budgeting and finance, and physical facilities. The goal of school management is to ensure that the school operates efficiently and effectively, providing a safe and productive learning environment for students and staff. Effective school management involves a wide range of skills and knowledge, including leadership, communication, organizational management, and educational theory and practice. Managing private secondary schools requires application of several management principles in achieving the goals (Okumbe, 2011). School and students' performance, according to UNESCO (1999) can be judged by the test and examinations' grades, and the extent to which schools generally meet the expectations of the societies in which they are operating. The 21st century education systems place a premium on effective school management for attainment of improved learning outcomes. Improving student learning outcomes is an important aspect of school management that is receiving urgent attention from educational managers and administrators across the globe. This may be supported through several initiatives most importantly, through developing an effective school leadership (Alam, 2019). As averred by Slenning (2019), private secondary school managers need special training programs to enable them manage schools effectively. This is not unconnected with the fact that, school leadership in this 21st century is becoming one of the priorities in education policy agendas of governments internationally. Schools' managers are expected to provide motivation in terms of the capacity building of schoolteachers (Alam et al. 2019). That is why effective school management is considered essential in ensuring effectiveness of both teachers and students. According to Wong (2002) most of the schools are reputed and evaluated for their academic performance and scholastic achievements based on the public examination results of their students. The management capacity needed to develop an effective school management culture is attention demanding and complex. To Sackney and Walker (2016), school principals should possess effective management skills to compete and maintain the global education standard. School management specifically, is occupying a prominent place in the educational policy agenda of government (Ramsden, 2012). There are various approaches to school management, ranging from traditional methods to modern technology-driven methods. Some common aspects of school management include Administration: This involves managing administrative tasks such as budgeting, accounting, payroll, and personnel management. Academic Planning: This involves developing curriculum, scheduling classes, and managing student academic performance, such as grades and transcripts. Student Services: This includes managing student enrollment, admissions, financial aid, and counseling services. Technology: Many schools use technology to manage their daily operations, such as student information systems (SIS), learning management systems (LMS), and online communication tools. Facilities Management: This involves planning and maintaining the school's physical space, including buildings, grounds, equipment, and furniture. Community Engagement: Schools need to engage with parents, alumni, donors, and the broader community to build goodwill and support for the institution. Modern software systems designed for school management can help with some of these tasks and make the overall process more efficient and effective. Some well-known examples of school management software are Skyward, FACTS Management, and PowerSchool.

1.1 Statement of the Problem

The relevance of school management and students' academic performance in private schools cannot be over-emphasized. The quality of teachers capable of helping students learn and have deep mastery of their subject matter and pedagogy are on the decrease in our secondary schools (Darling-Hammond, 2017). Teacher behavior can be a problem of school management in Nigeria, leading to indiscipline among students and other challenges. Some common issues that teachers may face include stress, lack of time management skills, and difficulty in managing student behavior, among others. Rational-Emotive Behavior Therapy (REBT) is an effective therapeutic modality that can be used to address irrational beliefs and other psychological issues that may be contributing to teacher stress and other problems. Additionally, school principals can provide leadership that influences every teacher, and they have a responsibility to ensure that students are growing and maturing, both academically and personally. However, effective management of teacher behavior is crucial for promoting a conducive learning environment and achieving educational goals in Nigeria. It is against this background that, this study was designed to examine the relationship between school management and students' performance in private secondary schools in Uyo metropolis, Akwa Ibom State, Nigeria.

1.2 Objectives of the Study

The main objective of this study was to examine the relationship between school management and students' performance in private secondary schools in Uyo Metropolis, Akwa Ibom State, Nigeria. Specific objectives include to:

- determine the relationship between teachers' behaviours and students' performance in Private Secondary Schools in Uyo Metropolis, Akwa Ibom State, Nigeria.
- examine the relationship between time management and students' performance in Private Secondary Schools in Uyo Metropolis, Akwa Ibom State, Nigeria.

1.3 Hypotheses

From the objectives of the study, the following hypotheses were formulated for this study:

- There is no significant relationship between teachers' behaviours and Students' Performance in Private Secondary Schools in Uyo Metropolis, Akwa Ibom State, Nigeria.
- There is no significant relationship between time management and students' performance in private secondary schools in Uyo Metropolis, Akwa Ibom State, Nigeria.

2. REVIEW OF RELATED LITERATURE

2.1 Concept of school management

The concept of school management refers to the process of running the school by taking into account all aspects of the school's policies, procedures, and operations. School management involves the administration and organization of all the operations of the educational institution, from creating a safe learning environment to managing staff, curriculum, and resources. The main objective of school management is to ensure that the school operates efficiently and effectively, thereby providing students with a supportive educational atmosphere that encourages academic growth and development. Effective school management is essential for the success of any educational institution, and it requires the collaboration of all organizational stakeholders. Explaining the relationship between school management and students' performance, Sagor (2006) avers that, school principals should acquire the needed management skills to facilitate effective results. Lin (2001) argues that effective school management demands professional support to make it happen. The author avers that training programs to the principals and heads of schools are imperative. The relevance of training programs is very necessary especially in the schools which are owned and managed by private persons or organizations. According to Cheng et al. (2003) school managers especially in private secondary schools are often perceived as the key actors mobilizing their institutions and members to make educational services and provision more quality effective and accountable. Grimmert (1996) identifies the roles school managers should play in collaborative effort which include dealing with conflict, modelling collegiality and helping teachers to connect to their students. The central importance of school management is teachers' training and development (Gray, 1990). Orodho (2007) highlights the importance of school management as an internal factor related to school performance. The author argues that school management actions implies proper functioning of the school so that the resources available can be used to meet teachers and students' learning needs.

2.2 Teachers' Behaviour and Students' Performance

Teachers' behaviour regarding helping their students learn can influence their performance in school, Darling-Hammond (1997). This may affect educational quality since students' performance, to a great extent depends on teacher's behaviour and good command of subject matter and their ability to use friendly and conducive conditions to help them learn (Mullens, Murnane & Willet, 1996). According to Gray, (1990), well managed schools contribute to educational quality and enhance retention. United Nations, (2013) posits that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the principals. However, concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across the state.

2.3 Time Management and Students' Performance

Time management is very important as it may affect both teachers and students' overall performance and achievements in school. A good time management could be of benefit to both the teachers and the students in achieving performance, Claessens et al., (2007). Time management refers to a proper planning and management of time to suit one's activities or routines. Time management is considered an inclusive process of school management and students' effective performance. As posited by (Ohba, 2009). many teachers and students face problem of getting to school on time and staying until school hours are over due to lack of good time management skill. The performance of students in any school to a large extent always depends on the quality of teachers and teaching materials made available to them, Verwimp (1999). For Ngando (2011) time management behaviour among secondary school personnel and students could influence quality academic performance. The author argues that, time management can influence not only students' academic performance but that of the teachers. Accordingly, Brigitte, (Claessens, Eerde, & Rutte, 2005), every teacher and student should acquire time management skills which includes setting goals & prioritizing them. Similarly, Macan, Shahani, Dipboye & Phillips (2000) believe that the secret to achieving superior performance in school is effective and efficient time management skills. Sevari & Kandy (2011) argue that time management skills can influence students' academic performance and that of teachers. Supporting this idea, (Laurie & Hellsten, 2002) aver that a good time management skill can boost students' grades and enhance teachers' productivity. Kelly (2004) described time management skills as quite essential to both teachers and students of both private and public secondary schools as one of the predictors of higher academic performance and achievements. Alsalmi, (2008) counsels private and public secondary school students and teachers to always priorities their time so that their goals and objectives may be easily achieved. Alex (2009) argues that, time is one of the scarcest resources available to man, that if not well managed, nothing else can be achieved. In same vain, Goldsmith (2010) contends that, a good time planning may save one from

failure and poor results. He believed that once you have accepted the idea that taking time to plan your time will save you time in the long run then you are ready to achieve a superior performance.

2.4 Theoretical Review

2.4.1 Capital Theory

The capital theory was developed by Hargreaves (2001) based on: outcomes, both cognitive and moral; leveraging the relationship between teacher input and education output. The theory argues that the conventional model of measuring school performance and improvement is an adequate tool for analysis of teachers and students' success or failure. This study however, employed capital theory of school performance and effectiveness to analyse the strategies school managers employ to enhance students' performance in private secondary schools in Uyo. The theory is applicable in this study, because it has relevance with quality performance of both teachers and students.

2.4.2 Expectancy Theory

This theory was theorized by Vroom in 1964. The core of this theory relates to how a person perceives the relationship between three things: effort, performance and rewards. The theory then focuses especially on the factors involved in stimulating an individual to put effort into something, since this is the basis of motivation. The theory concludes that school management and students' performance are co related as proper school management may bring reward of good and superior performance to teachers and the students.

2.4.3 Goal Theory

The understanding surrounds goal theory is that performance is driven primarily by the goals or objectives. Goal theory holds that it is the goal (performance) that provides the driving force. Goal was propounded by Locke in 1968. His research indicated that performance improved when individuals set specific goals rather than vague goals for themselves. Goal theory proposes that all human actions and behaviors are motivated by a goal. It holds that people are more motivated to act or perform when there is a reward at the end of the performance of a task or a behavior.

2.5 Empirical Review

Veena, N. & Shailaja, S. (2016) carried out a study to identify factors that influence students of high and low academic performance. The questionnaires were administered on 656 students from Bangalore City. The result revealed that there is a positive relationship between time planning and academic performance among secondary school students. Onoyase (2013) conducted a study on time planning among secondary school students in Akoko South East Local Government Area of Ondo State, Nigeria. The result revealed that there is a significant relationship between time planning and students' performance. Andaje (2012) in a pilot project of donating sanitary pads to schools in Narok, found out that truancy would be curbed, performance would improve and students would attend school uninterrupted and their hygiene would be guaranteed if motivated. Ipata (2011) conducted a study on performance in public secondary schools in KCSE examination in Teso District found that most schools were under staffed. Machochi (2011), in his study on home-grown school feeding programme (HGSFP) and its implications on access and performance in secondary schools in Kathozweni District established that, HGSFP has a positive impact on the retention and Students' Performance in schools since the schools with HGSFP registers little or no dropout rates over the years. Cemaloglu & Filiz (2008) conducted a study which aimed at studying the relationship between academic performance and time management skills in Education College at Ghazi University in Turkey. The results showed that the significant positive relationship between planning time and academic Students' Performance.

3. METHODOLOGY

3.1 Research Design

The descriptive and survey methods were adopted for this study. It enabled the researcher to elicit information from a sub-set of the entire population to guide the study. Descriptive method is the situation analysis of an event while the survey design involves the collection and analysis of data from sampled population from the field leading to inferences. A combination of these methods was considered appropriate for the study because it is intended to lead us to empirical findings and generalization.

3.2 The Study Area

This study was conducted in three private secondary schools – NUCO secondary school, Efficient secondary school and FULGA secondary school all in Uyo metropolis, Akwa Ibom State, Nigeria.

3.3 Population and Sample Size

The population from which inferences were drawn and generalization were made up of 90 students, 30 students from each school. A total sample size of ninety (90) students drawn from the three schools was used in this study. 30 students selected from each of the three schools were relevant in the study.

3.4 Sampling Technique

The study adopted purposive sampling technique. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest to the researcher or have certain characteristics relevant to the study. The essence of using the purposive sampling technique stems from the fact that all the elements in the population of the study would be relevant to the study.

3.5 Sources of Data Collection

Data were collected from primary and secondary sources. Primary data were obtained through questionnaire and personal interviews with the staff and students of the schools under study. Secondary data were obtained from published reports, books, the internet, journals, newspapers and magazines.

3.6 Instrument for Data Collection

Data were collected through questionnaire titled "School Management and Students' Performance in Private Secondary Schools Questionnaire (SMSPOQ)" carefully designed and administered to the respondents, as well as through personal interviews. On the whole, the questionnaire constituted the major instrument for data collection. The questionnaire contains sections A and B. Section A contained personal information about the respondents. Section B contained the main body of the questionnaire. This section contained sixteen (16) close ended questions using a four-point scale instrument through which the opinions of the respondents were expressed. Their responses were measured by means of a four-category rating system as follows:

- SA - Strongly agree 4
- A - Agree 3
- D - Disagree 2
- SD - Strongly disagree 1

3.7 Validity of Research Instrument

The validity of the research instrument was assessed by research experts in the School of Management Sciences in Akwa Ibom State University, Obio Akpa campus, Orukanam, Akwa Ibom State, Nigeria. These experts assessed the relevance of each item in relation to the objectives of the study, the hypotheses to be tested and language used in developing the items as well as the comprehensibility of each item in relation to the cognitive level of the respondents. They validated the instrument by effecting necessary corrections, examining the contents and ascertaining clarification of ideas as well as appropriateness of the items.

3.8 Reliability of the Instrument

Reliability in this context refers to the measure of consistency of the instrument used in eliciting relevant and desirable responses from respondents so that the objectives can be reliably and meaningfully achieved. In order to determine the reliability of the instrument used in the study, the corrected questionnaires were administered randomly on selected students of Uyo high school and Ewet technical school, Uyo, Akwa Ibom State, Nigeria. This approach was repeated with the same group after one-month period and the results obtained from the first and second pre-test were consistent, therefore, the instrument was adjudged to be reliable.

3.9 Administration of the Instrument

The questionnaires were personally administered by the researchers to the respondents during official hours at school. The exercise was done with the help of heads (principals) of each school.

3.10 Method of Data Analysis

Data retrieved for the study were analyzed with tables and simple percentages. For the purpose of testing the hypothesis, the Pearson Product Moment Correlation (PPMC) was adopted to test the three hypotheses at 0.05 level of significance.

4. DATA PRESENTATION AND ANALYSIS

Table 1. Demographic Distribution of Respondents (N= 90)

Item	Category	Frequency	Percentage
Gender	Male	54	60.0
	Female	36	40.0
Age	25-30years	22	24.0
	31 – 35years	38	42.2
	36– 40years	16	17.7
	41years and above	14	16.1
	Work Status	Junior staff	60
	Senior staff	22	24.4
	Management staff	8	8.9
Highest Academic Qualification	OND/NCE	36	43.9
	HND/BSC	43	52.4
	M.SC/MBA	11	3.6
Work Experience	1-2 years	47	52.2
	3 – 5years	32	35.6
	6-10years	8	8.8
	11 and above	3	3.4

Source: Field Survey, 2023.

The results in Table 1 shows the demographic profile of respondents. It can be observed that male respondents constituted majority (60%) of participants. Result also shows that majority of respondents (42.2%) were between ages 31 – 35, and a little more than half of respondents were junior employees (66.7%). Table 4.1 also shows that the highest number of respondents (52.4%) were first degree holders and about 52.2% had work experience between 3-5years. The demographic characteristics of respondents under survey seems to suggest that the study was conducted among appropriate population category.

Hypothesis one: There is no significant relationship between Teachers’ behaviours and Students’ Performance in Private Secondary Schools in Uyo Metropolis, Akwa Ibom State, Nigeria. This hypothesis was analysed using the Pearson product moment correlation technique and the results are as shown on Table 2.

Table 2. Relationship between Teachers’ behaviours and Students’ Performance

		Teachers’ Behaviours	Students’ Performance
Teachers’ behaviours	Pearson Correlation	1	.636**
	Sig. (2-tailed)		.000
	N	90	90
Students’ Performance	Pearson Correlation	.636**	1
	Sig. (2-tailed)	.000	
	N	90	90

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2023

It can be observed from Table 2 that relationship between Teachers’ behaviours and Students’ Performance in Private Secondary Schools in Uyo Metropolis is positive and significant at 0.01 level ($r = 0.636, p < 0.01$). Hence, the null hypothesis one is rejected with a conclusion that significant relationship exists between Teachers’ behaviours and Students’ Performance in private secondary schools. This may suggest that student’s performance in private secondary school depends on teacher’s behaviour in terms of their hard work, commitment to lessons, punctuality to classes, and friendliness with students.

Hypothesis Two: There is no significant relationship between poor time management and students’ performance in private secondary schools in Uyo metropolis, Akwa Ibom State, Nigeria.

Table 3. Relationship between time management and students' performance

		Time management	Students' performance
Time management	Pearson Correlation	1	.545**
	Sig. (2-tailed)		.000
	N	90	90
Students' performance	Pearson Correlation	.545**	1
	Sig. (2-tailed)	.000	
	N	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2023.

In Table 3, result shows that relationship between time management and students' performance in private secondary schools in Uyo metropolis is positive and significant at 0.01 probability level ($r = 0.545$, $p < 0.01$). Hence, null hypothesis two is rejected and it is concluded that there is significant relationship between school management and STUDENTS' PERFORMANCE in private secondary schools. This implies that the more teachers manage their time well, the more students' performance improves.

5. DISCUSSION OF FINDINGS

The main aim of this study was to examine the relationship between school management and students' Performance in Private Secondary Schools in Uyo, Akwa Ibom State, Nigeria. This section is concerned with the discussion of findings that emerged from the result of data analysis. They are discussed under the specific objectives of the study:

It was found that relationship between Teachers' behaviours and Students' Performance in Private Secondary Schools in Uyo Metropolis is positive and significant at 0.01 level ($r = 0.636$, $p < 0.01$). Hence, the null hypothesis one is rejected with a conclusion that significant relationship exists between Teachers' behaviours and Students' Performance in private secondary schools. This may suggest that student's performance in private secondary schools depends on teacher's behaviour in terms of their hard work, commitment to lessons, punctuality to classes, and friendliness with students. This finding is consistent with Darling-Hammond (1997). who believes that educational and student achievement, especially beyond the basic skills, depends largely on teachers' command of subject matter and their ability to use that knowledge to help students learn.

It was revealed that relationship between time management and students' performance in private secondary schools in Uyo metropolis is positive and significant at 0.01 probability level ($r = 0.545$, $p < 0.01$). Hence, null hypothesis two is rejected and it is concluded that there is significant relationship between school management and STUDENTS' PERFORMANCE in private secondary schools. This implies that the more teachers manage their time well, the more students' performance improves. This finding is in line with Brigitte, Claessens, Eerde, & Rutte, (2005), who posit that each and every teacher should have time management ability which includes setting goals & priorities, using time management mechanism. The finding is also supported by Macan, Shahani, Dipboye & Phillips (2000) who believed that the secret to achieving success in life is effective and efficient managing skills of this all-important resource called time.

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This research examined the relationship between School Management and Students' Performance in Private Secondary Schools in Uyo, Akwa Ibom State, Nigeria. To achieve this objective, descriptive and survey research design methods were adopted for this study. The population of the study consisted of ninety (90) students. The study utilised purposive sampling technique. The instrument used for data collection was School Management and Students' Performance in Private Secondary Schools Questionnaire (SMSQP). Tables, simple percentage and Pearson Product Moment Correlation Coefficient were adopted as analytical tools for this study. Two hypotheses were tested at 0.05 level of significance. The result of the study showed that there is a positive and significant relationship between School Management and Students' Performance in Private Secondary Schools in Uyo, Akwa Ibom State, Nigeria.

In conclusion, there is a significant relationship between School Management and STUDENTS' PERFORMANCE in Private Secondary Schools in Uyo, Akwa Ibom State, Nigeria. The independent variables namely; teachers' behaviours and time management contribute significantly to students' performance. The findings also revealed that students' performance in private secondary schools in Uyo depends on teachers' behaviours in terms of their hard work, commitment to lessons, punctuality to classes, and friendliness with students. From the findings of this study, it could be concluded that the inability of most private schools to achieve their performance or objectives may be attributed to external or exogenous factors which are outside the control of the institutions. It was recommended that, private secondary schools in Uyo metropolis, Akwa Ibom State should be more proactive in human capital management programmes to ensure effective and improved performance of both teachers and students.

From the findings of this study, the following recommendations were made:

- The management of private secondary schools in Uyo, Akwa Ibom State, Nigeria should be more proactive in human capital management programmes to ensure effective and improved performance of both teachers and students.
- Effective time management system should be introduced in private secondary schools in Uyo metropolis, Akwa Ibom State to ensure effective performance of both teachers and students.

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