

Teachers' Perception about Institutional Performance at Higher Secondary Level (Lahore)

Nimmi Abid¹, Muhammad Abid Mehmood² and Sehrish Khalid³

<https://doi.org/10.62345/jads.2024.13.2.17>

Abstract

This survey-based research investigated the institutional performance at the higher secondary level in district Lahore (grade XI-XII). Data were collected from government higher secondary schools (GHSS) and government degree colleges (GDC) in the district of Lahore (Punjab, Pakistan). The researchers randomly selected 18 GHSS, constituting about one-third of the population. The researchers chose purposively 358 teachers who had served at least two years in their respective institutions, and the questions contained closed-ended and open-ended questions. The instruments were validated through experts' opinions and pilot studies. The reliability of the teachers' questionnaire was Cronbach Alpha 0.958. Data were analyzed using descriptive and inferential statistics, i.e., mean, percentage, and independent sample t-tests. Results of quantitative data revealed that teachers' responses show no significant difference in principals' overall and factor-wise institutional performance at HSL based on gender, marital status, and institution. Thus, teachers' responses substantially differ in principals' leadership and management skills based on marital status. Qualitative data showed that high qualifications are vital in uplifting educational and institutional standards, whereas experienced principals maintain educational standards more efficiently. The study recommends that the Government of Punjab organize adequate in-service training courses for the principals and teachers.

Keywords: Teachers, Experience, Institutional Performance, Higher Secondary Level

Introduction

Teachers play a significant role in the whims and caprices of the educational system. They may positively and negatively impact teaching-learning outcomes (Abid & Saeed, 2016). Without question, teachers have a significant impact on kids' lives. However, when it comes to education, it is not just the duty of teachers to give their students a high-quality education; in reality, the principal must improve and uphold the standard of instruction in the educational establishments. A principal has several responsibilities in the institution, such as administrator, instructional supervisor, mentor, etc. Principals and teachers are both the most worthwhile personalities in running the schools and handling all affairs related to the institution and educational process. However, to exploit the roles of teachers, the role of the head teacher is equally significant, as envisaged by Khurshid (2008) "The educational standard of an institution depends largely on the roles of teachers and head teachers" (p. 23).

¹IER, University of the Punjab, Lahore. Email: nimmi_abid@yahoo.com

²IT-Manager, Lahore Leads University. Email: abidkhursheed680@gmail.com

³Assistant Professor, Department of Education, Lahore Leads University.



Teachers are regarded as the most critical component in an institutional environment since they provide knowledge and skills to students. In addition to instructing students, teachers help them develop in all areas of learning. Principals provide sufficient direction and arrange relevant training programs to boost their teachers' teaching capacities. In actuality, experience determines how effective a principal is. Principals become more experienced and effective as they age (Katozai, 2005). Qualification and experience are essential elements to improve the teachers and institutions' institutions (Anwar et al., 2013).

Throughout their careers, principals take on various responsibilities and use creative thinking to create a welcoming environment for teachers and students. They are aware that a positive climate facilitates the teaching and learning process. They, therefore, apply their concepts to attain the intended institutional goals and enhance institutional performance. The prime responsibility of principals is to assist teachers in achieving desired outcomes and students' achievement. Additionally, they create a pleasant environment for personnel, teachers and students to perform their roles effectively (Harris et al., 2008; Camilli et al., 2001). Principals influence teachers' performance and handle all educational and institutional affairs perfectly. Astute principals know the several educational approaches and professional development initiatives teachers might employ to improve student outcomes (Ouchi, 2009).

Knowledgeable and experienced head teachers have various administrative skills. These administrative skills help them make decisions about teaching and learning (Ingersoll, 2001). Researchers found a strong relationship between principals' stability and students' achievement (Munoz et al., 2006). Principals are academic supervisors who make decisions about how to enhance the efficiency of the institutions and subordinates. Teachers' dissatisfaction and tenure may be related to a principal's high turnover rate (Elfers et al., 2005; Elfers et al., 2004). Principals need to be aware of the requirements of both subordinates and students. An efficient principal can help staff members dissolve existing standards, practices, and opportunities by considering innovative approaches to instruction, training, and learning (Bredeson, 2003).

Principals face various problems and help teachers handle all the challenges. If principals provide teachers freedom, trust develops between principals and subordinates (Joyce & Showers, 2002). A knowledgeable and experienced leader can effectively manage everything while satisfying the expectations of society and institutions. Influential leaders monitor every facet of education and evaluate the growth of teachers and students. The prime responsibility of institutional leaders is to formulate plans for managing unexpected situations and problems. "They also divert teachers' attention to institutional objectives that can give the institution a performance-oriented sense of direction" (Surya, 2011). They can handle all institutional challenges, influence people, and make decisions about improving subordinates and institutions because they possess the necessary knowledge, expertise, and experience (Akinnubi et al., 2012).

More experienced principals evaluate teachers' work and are always worried about the unity of the classroom. Experienced principals may have observations and suggestions on the behaviour and abilities of teachers (Cushing & Kerrins, 2000). The demands of society and the policy landscape have constantly changed the tasks and responsibilities of principals. Teachers' and students' experiences are shaped in part by these positions. Principals are responsible for organizing, leading, controlling, and planning. Principals with knowledge and expertise can manage staff, reduce teacher attrition, and accelerate student advancement (Gilmour & Kraft, 2015). Principals with varying levels of expertise possess distinct analytical abilities in problem-solving and analysis (St. Germain & Quinn, 2006). Skilled principals carry out their duties in

curriculum development and support instructors in providing pupils with relevant content (Edigar & Rao, 2003).

There are various studies in which researchers identified a strong relationship between principals' characteristics and institutional performance (Brewer, 2000; Hallinger & Heck, 2002; Heck et al., 1990; Heck & Marcoulides, 1993; Marzano et al., 2005; Bosker et al., 2003).

The study has limitations because it does not account for student demographic data when comparing the characteristics of principals to small institutional samples. These factors may obscure the relationship between principal characteristics and students' achievement.

The results of earlier research demonstrate a direct relationship between the characteristics of principals and institutional success. Ballou and Podgursky (2002) discovered a negative correlation between principal qualifications and institutional performance. The experiences of principals and institutional performance have a strong positive correlation. At the same time, Brewer (2000) found no relationship between institutional performance and experienced principals.

Qualified principals strongly influence students' achievement and teachers' characteristics (Branch et al., 2009; Clark et al., 2009). Experienced principals can perform their roles and responsibilities effectively. The principals' experiences also impact student achievement (Bowers & White, 2011). Academic performance is closely correlated with the principal personality and characteristics. They emphasized principals' and vice principals' experience and qualifications. They believe experienced leaders can improve institutional performance (Clark et al., 2009).

The literature review above shows that principals' qualifications and experience influence institutional performance and student achievement. The institutions included in the study were the public higher secondary schools and degree colleges in the Lahore district. The present study was designed to investigate whether the variables of qualifications and experience significantly differ in the insertional performance at higher secondary levels in the Pakistani context. Moreover, the main focus of the present study was on institutional performance, which was investigated through the principals' traits, leadership and management skills, and communication skills. It was based on the following three objectives, leading to the research questions.

1. To examine the significant difference among teachers' responses concerning principals' overall institutional performance at HSL in terms of gender, marital status and institution.
2. To investigate the factor-wise significant difference among teachers' responses concerning principals' traits at HSL in terms of gender, marital status and institution.
3. To determine the factor-wise significant difference among teachers' responses concerning principals' leadership and management skills at HSL in terms of gender, marital status and institution.
4. To identify the factor-wise significant difference among teachers' responses concerning principals' communication skills at HSL in terms of gender, marital status and institution.
5. To explore teachers' perceptions regarding principals' qualifications and experience.

Research Hypothesis and Questions

HO1: There is no significant difference among teachers' opinions regarding principals' overall institutional performance at HSL regarding gender, marital status and institution.

HO2: Is there no factor-wise significant difference among teachers' opinions regarding principals' personal traits at HSL in terms of gender, marital status, and institution?

HO3: Is there no factor-wise significant difference among teachers' opinions regarding principals' leadership and management skills at HSL in terms of gender, marital status, and institution?

HO4: Is there no factor-wise significant difference among teachers' opinions regarding principals' communication skills at HSL in terms of gender, marital status, and institution?

RQ 1: In what way do highly qualified principals influence institutional performance?

RQ 2: More experience can make the school more effective than less experienced principals. Please give your comments on this statement.

Methodology

The purpose of this study was to look into how principals' expertise and credentials relate to the institution's overall performance. Data was gathered from government degree colleges and higher secondary schools in the Lahore district using a survey approach. All principals and teachers of GHSS and GDC were included in the population. At the time of the study, January–February 2016, there were 24 GHSS (School Education Department, 2014) and 31 GDC (Higher Education Department, 2015) in district Lahore. Multistage sampling was employed to select the sample. In the first stage, since the population was heterogenous, i.e. categorized into four strata (male and female higher secondary schools and male and degree colleges), a proportionate stratified random sampling technique was used to draw samples from each stratum. In the second stage, 18 institutions were selected using simple random sampling, which comprised about one-third of the population. In the third stage, 358 teachers (128 from GHSS & 230 from GDC) were included in the sample. The teachers were selected purposively, i.e., only those who had served at least two years in the institutions at the time of data collection were selected. There were 1066 teachers in GHSS and 1225 teachers in GDC at the time of the study, out of which 358 teachers (128 GHSS & 230 GDC) were selected using a purposive sampling technique.

Instrumentation and Data Collection

Data were collected from three sources. The last four years' intermediate students (2011-15) record of the Board of Intermediate and Secondary Education (BISE)Lahore Gazette was taken for institutional performance. For teachers, a single questionnaire with both closed- and open-ended questions was developed after reviewing the related literature. A five-point Likert scale ranging from strongly agree (SA) to disagree (SDA) intensely was used to create closed-ended questions. The questionnaire was prepared for teachers of GHSS and GDC. It also contained three sections, i.e., the first section contained demographic variables (gender, marital status and institution), the second section included closed-ended questions (i.e. principals' traits, leadership and management skills, and communication skills), and the third section contained open-ended questions (i.e. principals' qualification and experience).

A pilot study was conducted to ensure the instrument's validity and reliability. For the pilot study, the researchers were 65 teachers. Teachers' questionnaires were validated only through experts' opinions, whereas reliability regarding principals' performance was ensured by Cronbach Alpha, which was 0.958.

Results

The teachers' questionnaire results are analyzed using descriptive and inferential statistics, while the principals' questionnaires are analyzed through descriptive statistics because of a small sample.

Quantitative Analysis of Teachers' Questionnaire

HO1: There is no significant difference among teachers' opinions regarding principals' overall performance at HSL regarding gender, marital status and institution.

Table 1: Comparison of HSL Teachers' Responses regarding Principals' Overall Performance in terms of Gender, Marital status and Institution

Variables	DV	N	M	SD	t-value	Df	sig(2- tailed)
Performance rating scale	Male	129	62.56	23.21	.699	355	.485
	Female	228	60.94	16.29			
	Single	124	63.41	16.40	1.546	351	.123
	Married	229	60.21	19.69			
	GHSS	140	61.66	21.38	.104	355	.917
	GDC	217	61.44	17.46			

An independent-sampled t-test was conducted to find out the teachers' responses regarding principals' performance at higher secondary level (HSL). Teachers' responses about Principals' institutional performance have no significant difference at $p \geq 0.05$ level of significance in the scores of male and female, single and married, and GHSS and GDC. Hence, it is concluded that there was statistically no significant difference among teachers' opinions regarding principals' performance at HSL on the basis of gender, marital status and institution.

HO₂: There is no factor-wise significant difference among teachers' opinions regarding principals' personal traits at HSL in terms of gender, marital status and institution.

Table 2: Comparison of HSL Teachers' Responses regarding Principals' Personal Traits in terms of Gender, Marital status and Institution

Variables	DV	N	M	SD	t-value	Df	sig(2- tailed)
Personal Traits	Male	129	20.11	8.009	-1.065	355	.288
	Female	228	20.97	5.962			
	Single	124	21.11	5.821	1.131	351	.259
	Married	229	20.28	6.998			
	GHSS	140	21.04	7.504	.861	355	.390
	GDC	217	20.41	6.265			

An independent-samples t-test was conducted to find out the teachers' responses about Principals' personal traits at higher secondary level (HSL). Teachers' responses regarding Principals' personal traits have no significant difference at $p \geq 0.05$ level of significance in the scores of male and female, single and married, and GHSS and GDC. Hence, it is concluded that there was statistically no significant difference among teachers' opinions regarding principals' personal traits at HSL on the basis of gender, marital status and institution.

HO₃: There is no factor-wise significant difference among teachers' opinions regarding principals' leadership and management skills at HSL in terms of gender, marital status and institution.

Table 3: Comparison of HSL Teachers' Responses regarding Principals' Leadership and Management Skills in terms of Gender, Marital status and Institution

Variables	DV	N	M	SD	t-value	Df	sig(2- tailed)
Leadership and Management Skills	Male	129	22.78	8.931	1.583	355	.115
	Female	228	21.37	6.167			
	Single	124	23.04	6.366	2.415	351	.016
	Married	229	21.14	7.430			
	GHSS	140	21.99	7.919	.235	355	.814
	GDC	217	21.81	6.901			

An independent-samples t-test (table 4) was conducted to find out the teachers' responses regarding principals' leadership and management skills at higher secondary level (HSL). Teachers' responses regarding principals' leadership and management skills have no significant difference at $p \geq 0.05$ level of significance in the scores of male and female, and GHSS and GDC. However, teachers' responses have statistically significant difference about principals' leadership and management skills on the basis of marital status. Hence, it is concluded that there was statistically no significant difference among teachers' opinions regarding principals' leadership and management skills at HSL on the basis of gender, marital status and institution.

H₀₄: There is no factor-wise significant difference among teachers' opinions regarding principals' communication skills at HSL in terms of gender, marital status and institution.

Table 4: Comparison of HSL Teachers' Responses regarding Principals' Communication Skills in terms of Gender, Marital status and Institution

Variables	DV	N	M	SD	t-value	df	sig(2- tailed)
Communication Skills	Male	129	19.67	7.636	1.385	355	.168
	Female	228	18.60	5.824			
	Single	124	19.26	5.990	1.131	351	.259
	Married	229	18.79	6.753			
	GHSS	140	18.62	7.093	-.851	355	.395
	GDC	217	19.23	6.175			

An independent-samples t-test (table 5) was conducted to find out the teachers' responses regarding principals' communication skills at higher secondary level (HSL). Teachers' responses regarding principals' communication skills have no significant difference at $p \geq 0.05$ level of significance in the scores of male and female, single and married, and GHSS and GDC. Hence, it is concluded that there was statistically no significant difference between male and female teachers' opinions regarding principals' communication skills at HSL on the basis of gender, marital status and institution.

Qualitative Analysis of Teachers' Questionnaire

The qualitative section of teachers' questionnaire contained two open-ended questions related to principals' qualification and experience. Seven percent teachers of government higher secondary school and eight percent teachers of government degree college were responded to the questions. The responses of the teachers were analyzed, are listed below:

RQ 1: In what way highly qualified principals influence institutional performance?

Seven percent respondents said that qualified principals run institutions more efficiently. For example, one respondent from government higher secondary school reported that “*Highly qualified principals have the abilities to understand concepts and make pre-plane to manage unexpected issues*”. However, five respondents from government higher secondary school were of the opinion that real change in education is possible through decision making power. One respondent from government higher secondary school commented that “highly qualified principal has more exposure level, more knowledge about new technologies and methodologies, experience which will positively affect institutional performance”.

Although, eight percent respondents from government degree college were of the opinion that highly qualified principals have the more management, leadership and administrative skills to manage things efficiently. They put more emphasis on the curriculum development and manage the resource of curriculum. Six respondents from government degree college were of the opinion that qualified principals take initiative for the betterment of the schools and colleges by encouraging teachers’ innovative and creative ideas. However, one respondent from government higher secondary school reported that

As much as the principal is qualified his vision is clear and can understand the thing in a better way and I can say that if the root of a plant is strong then plant will also”.

However, one respondent from government degree college reported that “higher qualification play very important role in uplifting the educational and institutional standard. They have hawk eyes on everything.

RQ 2: It is generally said more experience can make the school more effective than less experienced principals. Please give your comments on with this statement.

Seven percent respondents from government higher secondary school were of the opinion that experience makes a man perfect. Experienced principals have the knowledge about merits and demerits of educational system. They perform every work in time using their knowledge and previous experiences. A few of the respondents were of the opinions that experienced principals maintain educational standards more efficiently. For example, one respondents from government higher secondary school reported that “experienced principals can handle worse situation by using their past experiences while less experienced principal can destroy institutional values as well as students’ future”. However, two respondents from government higher secondary school were of the opinion that experienced principals maintain positive attitudes toward things and academic affairs, as well as the skills and insight observation to solve problems.

Moreover, eight percent male and female respondents from government higher reported that experienced principal can make right decisions. He/she can learn with his/her previous mistakes and has the ability to make better plans to handle problems. Furthermore, one respondent from government higher secondary school reported that “experienced principals can get required results by providing better educational environment and manage the schools affairs effectively”. One respondent from government degree colleges reported that “experience is a backbone for the progress of school or other academic affairs. They can do better in future with the past experiences and can achieve desired outcomes institutions”.

Discussion

Managing institutional programs, assisting educators, students, and other clients, and creating a schedule for institutional activities are all part of the principal's prime role (Farah, 2013). Effective

principals can shape institutional performance and outcomes on test scores by supporting effective teaching and learning (Camilli et al., 2001). The current study was comparable to earlier research, but it addresses the connection between principals' experience and qualifications and the institution's success. These two factors are essential for addressing institutional and educational issues and planning professional development initiatives to keep staff and student's knowledge and abilities up to date.

The present study supports Southworth's (2002) study, which explored that if principals are well-equipped with leadership skills and education, they can improve educational standards and institutional Effectiveness. Principals also encourage teachers to perform their roles effectively. The present study also supports the findings of Drucker (1973), who noted that Effectiveness is the foundation of success and that institutional effectiveness is effective. Effectiveness largely depends on the principals' qualifications, experience, capability, and ability to improvise solutions to problems.

The present study also supports the findings of Schein (1997), who argued that the head teacher ahead of teachers influences one's work performance. Okolo (2001) showed that the performance of primary school head teachers with four to eleven years of experience and those with twenty years or more experience showed significantly different. The present study supports the findings of Okolo's (2001) study but was conducted in public sector higher secondary schools and degree colleges. The present study supports the findings of Clark et al. (2009), who found that the educational attainment of principals and institutional performance are highly correlated. There is no correlation between a principal's experience and student absences; however, there is a positive correlation between the principal's experience and math exam scores.

The present study supports the findings of the study by Eyike (2001) and Amanchi (1998), which reports that professionally qualified headteachers/leaders perform their tasks very well compared to less professionally qualified ones. They identified that professionally trained principals perform their roles better than non-professionals. Principals' professional training and education empower and motivate teachers' performance.

Conclusion and Recommendations

Based on the findings, it is concluded that there was statistically no significant difference among teachers' opinions about overall principals' institutional performance at HSL based on gender, marital status and institution. Furthermore, there was statistically no significant difference among teachers' opinions about principals' institutional performance in three sub-factors: i) principals' traits, ii) principals' leadership and management skills, and iii) principals' communication skills) based on gender and institution. However, teachers' responses have statistically significant differences in the sub-factor of principals' leadership and management skills, except for the two remaining factors based on marital status.

The study's findings may have implications for further research in the following context.

1. The sole data sources used in this study were teachers and administrative staff. In later research, researchers might investigate the perspectives of institution heads, students, families, community members, and other staff members.
2. Researchers in this study examined the effect of gender on institutions to compare principals' qualifications and experiences with institutional performance. In a follow-up study, scholars could examine the link in terms of other demographic variables, including the size and prestige of the institution.

3. This study used a sample of government higher secondary schools and degree colleges. Future investigations may focus on private institutions.

References

- Abid, N., & Saeed, M. (20). *Relationship of Principals' Qualifications and Experience with the Institutional Performance at Higher Secondary Level* (Unpublished M.Phil Dissertation, Institute of Education and Research, University of the Punjab).
- Akinnubi, O. P., Durosaro. I. A., Fashiku, C. O., & Oyeniran, S. (2012). Principals' personal characteristics and conflict management in Kwara State secondary schools, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2(6), 167-174.
- Amanchi, D. (1998). Accountability in Nigeria schools: Towards a posture for better education. *Journal of Nigerian Educational Research Association*, 1(2), 85-91.
- Anwar, S., Majoka, M. I., & Sawati, M. J. (2013). Do qualification, experience and age matter for principals leadership styles? *International Journal of Academic Research in Business and Social Sciences*, 3(7), 403-413.
- Ballou, D., & Podgursky, M. (2002). Returns to Seniority Among U.S. Public School Teachers. *Journal of Human Resources*, 37(4), 892-912.
- Bosker, R. J., Kruger, M. L., & Witziers, B. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly*, 39(3), 398-425.
- Bowers, A. J., & White, B. R. (2011). Principal effects in Illinois: A research brief. *Illinois Education Research Council Bringing Research to Policy and Practice*, 5(1), 1-10.
- Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2009). *Estimating principal effectiveness*. CALDER. www.urban.org/sites/default/files/alfresco/publication-pdfs/1001439-Estimating-Principal-Effectiveness.
- Bredeson, P. V. (2003). *Designs for learning: A new architecture for professional development in schools*. Corwin Press.
- Brewer, T. F. (2000). Preventing tuberculosis with bacillus calmette-guerin vaccine: a meta-analysis of the literature. *Clinical Infectious Diseases*, 31(3).
- Camilli, G., Firestone, W.A., Hayes, M., Monfils, L., Martinez, M. C., & Polovsky, T. (2001). *Principal leadership in the context of a state testing program: An exploratory study*. Paper presented at the annual meeting of the University Council for Educational Administration in Cincinnati, OH.
- Clark, D., Martorell, R., & Rockoff, J. (2009). *School principals and school performance*. CALDER. <https://appam.confex.com/appam/2012/webprogram/ExtendedAbstract/Paper2199/Buck%2520Principal>.
- Cushing, K., & Kerrins, J. (2000). Taking a second look: Expert and novice differences when observing the same classroom teaching segment a second time. *Journal of Personnel Evaluation in Education*, 14(1), 5-24.
- Drucker, P. F. (1973). *Management*. London: William Hienemann Ltd.
- Edigar, M., & Rao, D. B. (2003). *Improving school administration*. New Delhi: Discovery publishing house. [http://www.savap.org.pk/journals/ARInt./Vol.3\(2\)/2012\(3.2-45\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.3(2)/2012(3.2-45).pdf).
- Elfers, A. M., Knapp, M. S., & Plecki, M. L. (2004). *Preparing for reform, supporting teacher's work: Surveys of Washington state teachers, 2003-04 school year*. University of Washington.

- Elfers, A. M., Knapp, M. S., Loeb, H., Plecki, M. L., & Zahir, A. (2005). *Teacher retention and mobility: A look inside and across districts and schools in Washington State*. University of Washington.
- Eyike, R. E. (2001). *An evaluation of secondary school principals in Edo State* (M.Ed. Published Thesis. University of Benin).
- Farah, A. I. (2013). School management: Characteristics of effective principal. *International Journal of Advancements in Research & Technology*, 2(10), 168-173.
- Gilmour, A., & Kraft, M. A. (2015). *Can evaluation promote teacher development? Principals' views and experiences implementing observation and feedback cycles*. https://scholar.harvard.edu/files/mkraft/files/principals_as_evalutors_3.5_0.pdf
- Hallinger, P., & Heck, R.H. (2002). What do you call people with visions? The role of vision, mission and goals in school leadership and improvement. In K. Leithwood and P. Hallinger (Eds.) *Handbook of research in educational leadership and administration*, (2nded). Kluwer.
- Harris, A., Hopkins, D., & Leithwood, K. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27-42.
- Heck, R. H., & Marcoulides, G. A. (1993). Organizational culture and performance: Proposing and testing a model. *Organization Science*, 4(2), 209-225.
- Heck, R. H., Larsen, T.J., & Marcoulides, G.A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26(2), 94-125.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*.for Supervision & Curriculum Development.
- Katozai, M. A. (2005). *A comprehensive study of education for prospective headmasters and headmistresses*, Dogar Book Publishers.
- Lezotte, L. W. (2001). *Correlates of effective schools: The first and second generate*. Effective Schools Products, Ltd.
- Marzano, R. J., McNulty, B. A., & Waters, T. (2005). *School leadership that works: From research to results*. Association for Supervision and Curriculum Development (ASCD).
- Munoz, M. A., Rodosky, R. J., & Vanderhaar, J. E. (2006). Leadership as accountability for learning: The Effects of school poverty, teacher experience, previous achievement, and principal preparation programs on student achievement. *Journal of Personnel Evaluation in Education*, 19(1-2), 17-33.
- Okolo, W. O. (2001). *An evaluation of the performance of primary school headmasters in Oredo LGA of Edo State* (M.Ed. Thesis. University of Benin).
- Ouchi, W. G. (2009). *The secret of TSL: The revolutionary discovery that raises school performance*. Simon and Schuster.
- Schein, E. H. (1997). *Organizational culture and leadership* (2nd ed.). Jossey-Bass.
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership & Management*, 22(1), 73-91.
- St. Germain, L., & Quinn, D. M. (2006). Investigation of tacit knowledge in principal leadership. *The Educational Forum*, 70(1), 75-90.
- Surya, P. (2011). *Educational management, handbook for school of education student*, Vogyakarta State University.