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RESEARCH ARTICLE

ADMINISTRATIVE PROBLEMS OF HEAD TEACHERS AT SECONDARY SCHOOLS LEVEL IN PAKISTAN.

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Abstract

Every society thrives and progresses through the hard work of talented and learned people. The developed countries all over the world have achieved supremacy through research and education. Effective supervision and administration play a fundamental role in the learning process. The objective of this study was to identify the serious administrative problems of head teachers in secondary schools in (Tehsil Kallar Syedan-Rawalpindi) Pakistan. Non probability purposive sampling from eighty two head teachers of government, public and private secondary schools of (Tehsil Kallar Syedan-Rawalpindi) Pakistan, through questionnaire used SPSS to analyze the administrative problems. Both male and female head teachers were participated in the study. The results of the study reveals that the heads teacher's of educational institution are facing problems like, shortage of teaching aid material, political pressure, shortage of funds and parent's attitude. To promote the head teachers and overcome the administrative problems, it is suggested and recommended that the essential educational facilities should be provided to the head teachers.

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Introduction:-

There has been considerable interest in the performance of school head teachers regarding secondary school administration. This is because principals play a key role in achieving the goals and training objectives in a school (Dinham, 2005). The quality of a school depends to a large extent on its leadership. Administration is the machine through which an organization or institution can be managed. In other words, it is a means or configuration for a smooth and efficient functioning of an organization, including educational institutions. The educational administration provides direction, control and management of all matters relating to school affairs. The leadership available in the school system and within the community provides guidance, while control and administration help as an educational means. According to Sidhu (1996), while citing the Encyclopedia of Educational Research, the educational administration can be described as follows: The process of integrating staff efforts and the use of appropriate material, so as to effectively promote the development of qualities in human. It is concerned not only with the development of children and young people, but also with the growth of adults and, in particular, with the growth of school staff.

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Secondary school administrators face problems on all types. Their positions can seem untenable because they are sandwiched between having to answer to parents and teachers on one hand and to the school district - that has to comply with state and federal mandates on the other. Problems fall under two main categories: social problems, like student discipline, and management problems, having to do with instructional and administrative leadership (Angrist, Bettinger, & Kremer, 2006). Administrators can become conflicted in their roles understanding the administrative because of the multiplicity of demands. Administrative problems with teachers and other staff members may vary from those related to teacher assessments, changes in schedules and lack of supplies. Administrators face pedagogical difficulties and collaborate with staff to solve problems that hinder learning. It is difficult to create a tidy, task-oriented atmosphere where all stakeholders are taken into account (Abel and Sewell, 1999). According to Robbins (1980) all managers "work in organizations". Before we identify who are the managers, it is important to clear up what we have in mind by the term of governance. An establishment is an ordered group of persons to achieve a specific aim. Your university or your college is an institution. There are the fraternities, the Microsoft Corporation, the Mayo Clinic, the Sierra Club, the Kansas City Royal baseball team, government agencies and the crockery store in your area. They all are organizations hence they share three common character. First, every arrangement experiences a different role. This role is commonly stated in terms of the objectives or series of objectives. Secondly, every arrangement is constructed up of persons. Thirdly, all organizations develop a design structure that defines and determines the conduct of its members. This includes, for instance, the institution of rules and regulations, the designation of some members as "leaders" and the conferral of authority over the other members, or the foundation of job descriptions so that members know what they should practice. The source of the term refers to an entity that delivers a different function, includes person or members and has a taxonomic construction.

Background:-

The encyclopedia of education (1971) stated that "educational administration is concerned with the overall direction and support of the students. It includes the leadership of the school. The head of an institution is expected to possess the specialized skills related to management, curriculum, coordination, staff utilization, scheduling and supervises all mother activities carried out under the school banner." Administration is very vital for education sector. Without proper coordination and administration of all the stakeholders in the field of education, it is impossible to imagine the achievements of objectives and goals set in the beginning. According to Verma, R. (2005), "educational administration is composed of two words viz educational and administration. The first word 'educational' means the activities performed for educating an individual, the second word 'administration' is a sort of service being rendered for educating an individual". "An administrator is like a supervisor who observes everything so that nothing goes out of the way, trying to discover all the elements that are in conflict with the objectives set at the beginning". According to Mohnaty.B, (1990), the educational administration always deals with the management of things and human relations, based on a set of basic principles and aimed at educating children and young people. The educational administration must perform a series of functions, such as planning, organization, management, motivation, control, coordination, decision-making, evaluation, registration and reporting, etc. to make the educational process more effective. Administrative administration is a key function for achieving educational goals.

Purpose:-

The aim of the study was to find out what problems faced by secondary school head teachers in carrying out the six main administrative tasks. These are: curriculum and education, financial and commercial administration, student and staff relations with the school community, material resources and physical resources (Lydia and Nasongoes, 2009). The study also sought to establish the opinions of administrators about the reasons for the problems and the ways in which problems can be solved. Educational institutions are administered by principal. The educational administration, which involves the school as an organization and the human resource, including teachers and support staff for the service to the student population, is closely related to the human element. It is a useful art in the coordination of human and material resources to achieve the goals set for a school. A school administrator is expected to establish an ideal coordination between human and material resources (Lunenburg and Ornstein, 2011). According to Ahmad, S. (1999), in all fields of activity, good administrative ability is the key to success. This also applies to education. Therefore, the educational administration must not only be well versed in the educational process, but must be highly motivated for the cause of education and must be well trained in managerial skills to direct educational institutions. Almost the good control is the hallmark of all successful activities. The school administration must present an example of efficiency, harmony and economy. The principal is the link between the school and the community and brings together the financial, personnel and intellectual resources to create the conditions that support good teaching and learning, (Government of Pakistan Economic Survey 2002-03),

Islamabad. The principal goal of the education administration is to furnish a friendlier environment to improve the instruction and learning process. The governing body is responsible for coordinating all the educational activities in the school in order to accomplish the desired aims. The administrative action will positively determine the institutional tone or the Latin word "minister" which means service rendered for the welfare of the others. He also indicated the Oxford Dictionary, which described the administration as "business administration, public administration, government administration". The administration function in a country is to execute and administer all the departments of state those are relevant to the advancement of the nation.

Significance:-

The study would play a significant role in understanding and overcoming the administrative problems which are being faced by the head teachers in general and specific in Punjab provincial secondary schools. The outcome of study will be helpful for the head teachers of secondary schools and administration of education department as well the researcher interest in this area. It would be useful in developing the skills of treadmill teachers for high school administration (Leithwood, 2003). It can provide a solid basis for raising management standards in the education department and overcoming shortcomings. The results of the study will be useful for future administrators and future researchers in this field.

Objectives:-

1. To identify administrative problems of head teachers of secondary schools in (Tehsil Kallar Syedan-Rawalpindi) Pakistan and analyze the procedure of administration and its problems faced by head teachers of secondary schools in (Tehsil Kallar Syedan-Rawalpindi) Pakistan.
2. To find out resources by which administrators effectively improve the system that deals with administrative problems in secondary schools.
3. To find out the methods to improve the teaching skills of head teachers so to remove the communicating gap between head teachers and teachers.

Literature review:-

Management is defined as the process of achievement and the organization's goal through the coordinated execution of five specific functions: organization, planning, personnel management, management and control. The goal could be anything that organization tries to reach. According to Richard (1986), "management is a process or function common to all human organizations and institutions". Armed forces, public services, educational systems, hospitals and companies of all kinds are just some of the environments that are necessary to operate. When people come together to achieve specific goals, the management process realizes them. According to Harold (1984), "management is important for both society and for individual societies" and society is a freely united "organization of all the organizations and institutions that make it up". The success of a company in one of our social foundations - the religion, army and government of a society directly depends on the strength of its management. Thus, in a broad sense, the administration finds out how successful we achieve our social, political and economic targets. According to Richard (1986) the managers perform management functions of five types: organization, planning, order, coordination and control. During 1950s, two UCLA professors used the planning, organization, personnel, management, and control functions as a framework for the management manual that for last twenty years were the best-selling texts on the topic. These popular textbooks (and it is no exception) continue to be coordinated around the management roles, though they are generally condensed into four basic elements: planning, organization, leading and controlling. All managers are required to perform ceremonial and symbolic duties in nature, interpersonal roles. When the Vice-Chancellor of a university delivers diplomas at the beginning or a factory manager gives a tour of the plant to a group of high school students, he or she is acting in a role of decorative figure. All managers have a leadership role. This function includes recruitment, training, motivation and discipline of employees. The third role within the interpersonal group is the linking role. All managers, to a certain extent, perform information functions: they receive and collect information from organizations and institutions outside their own. Usually, they do it by reading magazines and talking with others to find out about changes in public tastes, what competitors can plan and things like. Gupta, (1987) has described the concept of management that indicates the good control is the hallmark of all successful actions. It is not merely academic knowledge, but the knowledge of all other related issues which are important for those who responsible for administrative issues. According to Terry & Franklin, (2000) the role of administration, "management is a distinct process consisting of planning, organization, action and control activities, carried out to determine and achieve the goals set with the use of human beings and other resources". In addition to above mentioned activities, the administration puts orders into efforts through the combination of isolated events in meaningful relationships. According to Tim (1995) "the process of planning, organizing, conducting and controlling

the efforts of the members of organization and using resources of organization to achieve the established organizational goals". This definition serves to describe what managers get along, while management skills can be depicted as "doing things for others". This definition underscores the facts that managers achieve organizational goals by organizing for other people the execution of any required activity and do not necessarily perform these jobs themselves. According to Michel (1995), "management plans, organizes, directs and controls a series of related support operations and services in order to achieve defined objectives". Management is a discipline that involves the employment of a range of management skills rather than the technique. The strength with which the natural actions are directed and controlled to obtain the desired result depends on the understanding and use of a broad range of management techniques.

Shah (1998) has studied the issue of incentives for principal of a college and head teacher of a secondary school are apply equally. A director of higher education, involved in the appointment of head teachers has explained the importance of managerial training, "leadership is not linked to the promotion of votes, a step to the next wage scale can be an incentive, which does not it is the case, whether you are appointed head teacher or not, you will move to the next salary scale according to the four-tier system (Shah, 1998). The work of the head teacher is very much difficult, it is fundamental in the structure. Like a friend has to do with the students and their problems. It must address a highly educated staff and its professional organization and address the public. It is a house of challenges. Who would voluntarily and why? But if there are opportunities for professional development, which is not the case at the moment, people can come if they are doing this hard work or teaching some times a day, their chances of increase in salary or promotion. Administrative problems with teachers and other staff members may vary from those related to teacher assessments, changes in schedules and lack of supplies. Administrators face pedagogical difficulties and collaborate with staff to solve problems that hinder learning. It is difficult to create a tidy, task-oriented atmosphere in which all stakeholders are considered. All districts receive school funds from state, federal and local sources. The federal government transfer money to state and local funds, but does not require fiscal equality between schools within a district. Administrators have certain discretion about how staff funds are allocated in their schools. Because they are accountable to the standards-based learning district, they have to choose their staff wisely to achieve that goal. The administrators and all administration of secondary schools in Nigeria today have faced the issue of inadequate funding, lack of educational facilities and non availability of the necessary mechanisms to develop schools. This depends on the question of funds. A situation in which the majority of the administration does not cut what comes to them, both locally, state and federal. Although they continue to come, they are insufficient compared to the amount of projects that need to be done at school. According to Graham, (2000), "management is about people. More formally, it is the process to achieve the objectives of the organization by participating in the four main functions of planning, organization, leadership and control". The definition recognizes that the management as an ongoing activity, that implies the achievement of important goals and implies the knowledge of how to carry out management four main functions. Omotayo, Ihebereme and Maduewesi, (2008), the government policies of Universal Basic Education (UBE), which become so frequent and incessant, have really affected the administration of secondary schools in Nigeria. We begin to observe situations in which any new government or minister of education that comes to power or designated will want to be mowed or listened when outlining their own politics, because sometimes they are not compatible with the works in the field. This led to a case where most of the secondary school curricula are not followed or managed properly. Instructional and administrative leadership require that principals promote growth ten students learning. They can no longer simply manage buildings and handle on-campus problems. According to e-Lead.org, today's administrators must have a broader knowledge of the community and society as a whole. The principal is the link between the school and the community and brings together the financial, personnel and intellectual resources to create the conditions that support good teaching and learning (Wahlstrom and Louis 2008).

Khan, (2000a) highlighting some of the serious problems facing secondary school head teachers in Pakistan today and examining the main political interventions of the Pakistani government to address the same. The focus group were examined the problem which identified a series of problems that challenge the directors of the country. These are limited administrative and financial powers, delegated to principals, lack of incentives for the head teachers and curriculum issues makes the school management is difficult profession. The good functioning of the head teacher is very limited by several factors that are beyond his control, that is, in the curricular and administrative subjects (Simkins, et al. 1998) Some of these are described below:-

1. Head teachers are not involved in curriculum development or seeking advice, not to mention changing the curriculum, which may include irrelevant content that is not easy to eliminate.

2. Regarding the budget, the head teachers cannot purchase those items which are necessary in the institution but are not included in the budget. Administrators are obliged to purchase the items included in the school budget that is prepared by the education department.
3. The head teacher did not eliminate any teacher who is not performing properly or creating problems in the institution. The problem persists again and again because of the bureaucratic bureaucracy and the institution suffers.
4. In some cases, if the head teacher needs a good teacher for the institution, it can take a long time and, in most cases, the department may disagree.
5. It is not possible to hire a teacher to fill a vacancy, even for compulsory subjects, which remain vacant indefinitely.
6. The head teachers mostly face the lack of availability of specialists in the field.

In addition, secondary school head teachers are also facing the following problems:

1. Lack of management and administrative skills.
2. Deficiency of teachers in mathematics, science, Arabic and English and shortage of trained teachers in other subjects.
3. Deficiency of classrooms, non availability of audiovisual aids and laboratory equipment.
4. A very small budget and limited powers to spend it make the situation worse.
5. In case teachers proceed on sick leave or maternity leave, there are no substitutes provided.
6. The learning process is strongly influenced by teachers with inadequate professional knowledge and skills. The lack of systematic INSET programmers.
7. Sometimes transport facilities for teachers and students make participation difficult and in rainy session teacher takes four hours to go to school.

According to Rue and Byars (2000), "management is a form of work that involves the coordination of the resources of an organization (land, labour and capital) to achieve the objectives of the organization". The administrators must respect those conditions which are essential for the welfare of institution or administrative agency it should direct, explain the importance of leadership (Afridi, 1998). According to Whistler (1996) there are some rules for leadership that must have qualifies these rules of the game. According to Khan, (2000b) before examining the recruitment of head teacher, it will be useful to take a look at the different levels of the educational department. A head of the elementary school is in BS-7 which can pass at most from BS-9 or BS-10. Secondary school head teachers are in BS-17, BS-18 or BS-19. They can move horizontally to the position of an Executive Education Officer at the management level and finally be selected, promoted as Director of Provincial Education. In Islamabad, some secondary school principals are in BS-20, equivalent to a provincial secretary of education. Regarding head teachers of government secondary school in Punjab province schools, obtain this post through their seniority promotion or by selection through direct recruitment. Mostly 85 percent of head teachers were promoted by seniority promotion. Seniority and Annual Confidential Reports (ACR) at least qualified give you the right to promotion. ACRs are written by the principal or head teacher on a series of parameters that represent various subjective attributes of teachers. Its validity therefore becomes questionable due to the lack of objectivity. Secondary school teachers (SST), also known as SET (senior english teacher) by default and not by design, because SET can be a math, science or other subject teacher, who are selected based on the number of available places. After serving for 25 years or aged 60, a teacher may be retired. There is a uniform pension rule for all Government of Pakistan Services. Recently, the government has established the element of efficiency for retirement and the elimination of service. The minimum academic qualification to qualify for the position is a college degree, such as Bachelor of Arts (B.A) or a Bachelor of Science (B.Sc.) and a teaching degree, Bachelor of Education (B.Ed.). Candidates selected through public service commission must have at least seven years of teaching experience in a recognized educational institution. School heads can be divided into three groups according to national salary tables, which are uniform throughout Pakistan: BPS-17, BPS-18 and BPS-19. The directors working in BPS-17 are called headmaster and those working in BPS-18 or 19 are called principal, there is no significant variation in their work. It will be out of context to describe all the innovations undertaken to improve managers' managerial skills. We provide a brief overview of various policy provisions to develop management efforts of the Pakistan government. The World Bank, the Asian Development Bank and other donators have initiated several projects that have been an integral part of managerial training. With the completion of these projects, the capacity building process stops. However, there are also specialized institutions for this purpose, but their limited budget makes it impossible to cross the threshold. The teacher training projects are providing management training to heads above than hundred teacher training

institutions in the country. The need for management development is underlined by the government, but so far it is not translated into action. Such like, national education policy 1998-2010 establishes.

1. To increase the effectiveness of the system through the institutionalization of in-service training of teachers, teachers and educational administrators (GOP 1998).
2. Institutionalize the monitoring and evaluation process at lower levels and higher levels (GOP 1998).

These provisions have been translated into an action plan for the next three years, which reflects the following: To increase the status of primary school teachers in the country, their grades will be improved in "Intermediate / CT" and will eventually exist in the Bachelor / B.Ed. levels. 80 training facilities and seven hundred fifty teacher training institutions will be improved in the country and twenty resource centres will be created. The National Educational Testing Service (NETS) at federal / provincial level for a reliable assessment and a system of examinations to be established. The career guidance and counselling that will be presented at each school should organize a professional orientation session for students. Technical and professional work-oriented courses must be offered. Khan (2002), sketches the future role of Pakistan, reflects Academy Education Planning and Management 2000-2003 in the educational development efforts of the government of Pakistan. Academy Education Planning and Management's vision will establish the effective educational management in the country. The academy developed a project document in consultation with the provincial education departments. In the context of good governance, the National Office for Reconstruction of the government of Pakistan has launched an integral program of decentralization of the existing administrative structure in the country. It is expected that provincial capacity in educational management will be fairly strengthened. All district school administration will be transformed into effective academic leadership. All heads of the educational institution will be oriented towards good governance and effective institutional management will be adequately connected to the community in which they operate. They will have several manuals describing their work and all online departments will have sufficient skills needed for community participation in education, academic leadership, etc. District-level administration can use geographic analysis of the EMIS database for micro-planning. The administration is most important for the company as well as for the individual. Organizations fall into quality of their management, either they are profitable for a company's success. Managers must know the skills performed by the people they manage depend on their level of management, the type of organization, and the size of the organization. In many organizations as one move up the scale, operative-skill requirements go down and managerial-skill requirements go up. At the first level of management, in a production organization, for example, the supervisor may be expected to have a good knowledge of the work done by the personal. The closer the system we move so the top of the organization, the purer becomes managing. At the senior management level, in most large organizations, little practical knowledge is needed. Certainly an executive can supervise a secretary without knowing how to operate the copying machine. But the executive must know the general limits of what the secretary can do about what he can do (for example, the time needed to write letters) so as not to create a work overload or be loaded. All functions interrelate with one another. Planning obviously affects the performance of all the functions, but do organizing, staffing, directing and controlling. Because of the inter relationship among the various functions, management is usually viewed as process, or a logical flow of activities. The purpose of the educational administration is to allow an organization or institution to perform its functions with maximum efficiency. It also allows the right students to receive the right education and the right teachers at a cost that should be within state media and that will allow students to benefit from their learning. The main purpose is to bring together students and teachers on condition that they successfully promote the goals of education. The main objective is to bring together teachers and students with the condition that they successfully achieve the objectives of education. According to Sultan, A. (2003) the main purposes of the educational administration are indicated below: -

1. Frame policies and programs for development of human beings and for enhancement of teaching and learning situations.
2. To achieve the effective development of human qualities use appropriate materials.
3. Run the schedule organizational activities to achieve its goals.
4. The management make sure the growth of adults and children all those involved in organizational activities.

Sultana & Bashir (2005) they described the achievement of the objectives the economy of resources and their conservation and the optimal use of resources as important objectives of the educational administration. Supervision is a service activity that help in professionally growth of teachers and to do their jobs better. Sultana & Bashir (2005) affirm that "the surveillance service is particularly interested in education and its improvement, it is directly related to the learning process and teaching, while the administrator is responsible for the supply of syllabus books, school buildings, selection of educational material and appointment of educators".

Methodology:-

The aim of the study was to investigate the administrative problems of the head teachers of government, public and private secondary schools in (Tehsil Kallar Syedan-Rawalpindi) Pakistan. The descriptive survey research method was used to carry out the study (Best & Kahn, 1998). Gay (1976) stated that the descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing.

Population:-

The target population of this study was consisted of all the head teachers (eighty two) of government public and private secondary schools of (Tehsil Kallar Syedan-Rawalpindi) Pakistan. The population may be all persons of a particular type or a smaller part of that group (Best and Kahn, 1998).

Sampling procedures:-

Sampling is a research technique that used to select a certain number of subjects from a target population as a representative of population (Borg and Gall, 1986). To determine an appropriate sample size, an updated list of all schools in (Tehsil Kallar Syedan-Rawalpindi) Pakistan was collected from education department. Furthermore, the population in that area was dispersed demographically and it's taken three months in completion of data collection in those areas.

Research Instrument:-

The questionnaire tool was used. Mugenda (2003) confirmed that the use of questionnaires is the most common instrument in the research of social science study. They said that well organized questionnaires are advantageous because the respondents can see their way around with comfort and that they are easy to compute. The questionnaire was developed to collect information. The items of the questions were drawn according to five-point likert scales, "strongly agree, agree, undecided, strongly disagree and disagree" (Annexure 'A').

Validity:-

For validation of questionnaire conducted a pilot study using the boys/girls government public and private secondary schools. According to Borg & Gall (1989) a researcher can conduct a pilot study in two or three cases. The purpose of the preliminary test was to help the researcher identify the elements that might be inappropriate to make the necessary corrections, examine the answers to determine the level of ambiguity of the questions and to check the responses of participant to determine the percentage. The ambiguous items were modified in more appropriate forms. It helped to determine the time required to manage the instrument. Based on the consultation with the experts, the study selected 32 items from the questionnaire and finalized for the administration. As stated by Gay, L. R. (1987) the descriptive survey research method involves gathering data to evaluate hypotheses or to answer questions about the current status of the study subject.

Reliability:-

The research instrument was delivered to same group of participants thrice in the pilot study. The scores of all tests were correlated to obtain the use of the reliability coefficient SPSS. The value of Chronbach's coefficient of Alpha of the instrument was calculated .989 which was considered to be quite suitable for the study at large scale (Gay, 2002). The Alpha .989 shows that the given 32 questions have higher internal consistency. A value equal to .700 or high is acceptable in social sciences research work.

Reliability Statistics	
Cronbach's Alpha	N of Items
.989	32

Statistical Analysis:-

Gay, L. R. (1987) indicated the importance of the data analysis techniques and its emphasis that "the research plan must include a description of the technique or the statistical techniques used to analyze the data". The collected data were tabulated in the forms of frequencies. The frequencies were presented into scores that assigned the percentage values of the scales each of five responses (using the Likert scale). Borg and Gall (1998) described that the most commonly used and the confirmed standard pattern is the percentage. The data collected were analyzed by entering

the data into a statistical package for the social sciences 21. The percentage, mean, std. deviation and chi square tests were performed for analysis the data (Mirvaliev, M. 1987).

Case Processing Summary			
		N	%
Cases	Valid	82	100.0
	Excluded ^a	0	.0
	Total	82	100.0

Chi Square Formula

$$\chi^2 = \left[\frac{(O - E)^2}{E} \right] \text{ Where, } \chi^2 = \text{Chi-Square test } O = \text{observed value } E = \text{expected value.}$$

Results and Findings:-

Table 1:-Scores of head teacher's responses regarding problems related to teachers

S.N	Statement	Percentage	Mean	SD	Df	Chi-Square	
						χ^2	Sig
1	Teachers are happy with time table adjustment	90.2	1.44	.803	3	96.146	.000
2	Teachers satisfied with students performance	87.8	1.93	.953	4	40.439	.000
3	Teachers exchange their period timing in case of any problem	82.9	2.05	1.017	3	49.707	.000
4	Teacher come in school in time regularly	74.4	2.38	.911	4	129.829	.000
5	Teacher say to student to serve their personal affairs	43.9	2.79	1.086	3	29.512	.000

Analysis of the findings in Table 1 shows that the value of three statements of Chi-square χ^2 (df=3) = 96.146, 49.707 and 29.512. The values of Chi-square of these statements are much higher than the critical values χ^2 (df=3) = 7.81 at $\alpha=0.05$. The value of remaining two statements of Chi-square χ^2 (df=4) = 40.439 and 129.829. The values of Chi-square of these two statements are also much higher than the critical values χ^2 (df=4) = 9.49 at $\alpha=0.05$. It means that the five statements related to area "problems related to teachers" are highly accepted. Means of these statements with standard deviation shows that these are more that the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 2:-Scores of head teacher's responses regarding curriculum problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
6	Majority of teachers have mastery over their subject	96.3	1.65	.533	2	36.610	.000
7	Educational subjects are teach by properly qualified teachers	85.4	1.93	.858	3	53.707	.000
8	Teachers cover syllabus in time	96.3	1.72	.805	2	36.610	.000

Table 2 shows that the value of two statements of Chi-square χ^2 (df=2) = 36.610 and 36.610. The values of Chi-square of these statements are much higher than the critical values χ^2 (df=2) = 5.99 at $\alpha=0.05$. The value of remaining one statement of Chi-square χ^2 (df=3) = 53.707. The value of Chi-square of this statement is also much higher than the critical values χ^2 (df=3) = 7.81 at $\alpha=0.05$. This means that these three statements related to area "problems related to curriculum" are highly accepted. Means of these statements with standard deviation shows that these are more that the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 3:-Scores of head teacher's responses regarding problems related to students

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
9	Student misbehave with their teacher because of problems	87.8	2.10	.795	3	112.927	.000
10	Student misbehave with their teacher because emotional problems	80.5	2.05	.915	3	48.537	.000
11	Student misbehave with their teacher because of teacher harsh treatment	73.2	2.22	.875	3	54.000	.000
12	Student misbehave with their teacher because of parent non-attention	54.9	2.38	.938	3	28.341	.000
13	Student misbehave with their teacher because of student leave the education	63.4	2.26	.953	3	25.610	.000

Table 3 shows that the value of five statements of Chi-square χ^2 (df=3) = 112.927, 48.537, 54.000, 28.341 and 25.610. The values of Chi-square of these statements are much higher than the critical values χ^2 (df=3) = 7.81 at $\alpha=0.05$. This means that these five statements related to area "problems related to students" are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 4:-Scores of head teacher's responses regarding departmental problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
14	The department provide substituent teacher in case of Longley leave	43.9	3.07	1.163	4	33.854	.000
15	Department provide newer refresh course books	70.7	2.15	.957	3	28.444	.000
16	Refresher courses are held to refresh knowledge of teacher	85.4	1.85	.891	3	44.431	.000
17	Transfer are made at appropriate time	32.9	3.13	1.274	4	27.634	.000
18	Teachers are transfer frequently	84.1	2.04	.823	3	65.024	.000
19	Teacher get themselves transfer with your permission	82.9	1.99	.988	4	71.049	.000

Table 4 shows that the value of three statements of Chi-square χ^2 (df=4) = 33.854, 27.634 and 71.049. The values of Chi-square of these statements are much higher than the critical values χ^2 (df=4) = 9.49 at $\alpha=0.05$. The value of remaining three statements of Chi-square χ^2 (df=3) = 28.444, 44.431 and 65.024. The values of Chi-square of these statements are also much higher than the critical values χ^2 (df=3) = 7.81 at $\alpha=0.05$. This means that these six statements related to area "regarding departmental problems" are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 5:-Scores of head teacher's responses regarding general problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
20	Your school has sufficient outside space for co-curricular activities	75.6	2.02	1.100	3	23.171	.000
21	Teachers are willing to take part in co-curricular activities	95.1	1.66	.835	3	66.976	.000
22	Library facility is available in your school	85.4	1.90	.938	3	46.195	.000
23	AV aid is available in your school	73.2	2.22	.930	4	75.805	.000

Table 5 shows that the value of three statements of Chi-square χ^2 (df=3) = 23.171, 66.976 and 46.196. The values of Chi-square of these statements are much higher than the critical values χ^2 (df=3) = 7.81 at $\alpha=0.05$. The value of remaining one statement of Chi-square χ^2 (df=4) = 75.805. The values of Chi-square of this statement is also much

higher than the critical values χ^2 (df=4) =9.49 at $\alpha=0.05$. This means that all four statements related to area “regarding general problems” are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 6:-Scores of head teacher’s responses regarding personal problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
24	You enjoy cooperation of your staff	95.1	1.70	.560	2	37.195	.000
25	You come to school in time	95.1	1.68	.564	2	35.805	.000
26	Teachers are feeling proud to obey your order	95.1	1.59	.587	2	29.951	.000
27	Head teacher are provided opportunity to improve academic qualification	95.1	1.93	.813	2	62.146	.000

Table 6 shows that the value of four statements of Chi-square χ^2 (df=2) = 37.195, 35.805, 29.951 and 62.146. The values of Chi-square of these four statements are much higher than the critical values χ^2 (df=2) =5.99 at $\alpha=0.05$. This means that these four statements related to area “regarding personal problems” are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 7:-Scores of head teacher’s responses regarding financial problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
28	You are competent to spend out of school funds	75.6	2.20	.922	4	83.610	.000
29	There is sufficient staff in your school	82.9	1.94	.998	4	67.146	.000
30	Teacher get allowance for office work	51.2	2.84	1.222	4	48.366	.000

Table 7 shows that the value of three statements of Chi-square χ^2 (df=4) = 83.610, 67.146 and 48.366. The values of Chi-square of these three statements are much higher than the critical values χ^2 (df=4) =9.49 at $\alpha=0.05$. This means that these three statements related to area “financial problems” are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Table 8:-Scores of head teacher’s responses regarding parental problems

S.N	Statement	Percentage	Mean	SD	df	Chi-Square	
						χ^2	Sig
31	Parent create discipline problems in your school	54.9	2.65	1.270	4	32.268	.000
32	Parents pressure on annual promotion of the students	78.0	2.52	1.146	4	155.439	.000

Table 8 shows that the value of two statements of Chi-square χ^2 (df=4) = 32.268 and 155.439. The values of Chi-square of these two statements are much higher than the critical values χ^2 (df=4) =9.49 at $\alpha=0.05$. This means that these two statements related to area “financial problems” are highly accepted. Means of these statements with standard deviation shows that these are more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted these statements related to the said area.

Discussion:-

On the basis of results and findings it reveals that the teachers are feeling proud to obey the orders of school head teachers. The head teachers in majority (95.1 percent) opined that the teachers of their institution were feel proud to obey the orders of their head teacher. This was an indication that most of them had served in the current schools for a long duration and hence they could be able to give school history in terms of discipline, students’ academic performance and administrative challenges they face. The head teachers also had the necessary experience in the schools hence they could account for some of the challenges experienced over a period of time. According to

Lezotte (2001), one of the key ingredients of an effective school is having a competent instructive leadership. Lezotte described that the strong leading instructors are proactive and seek help in forming group leadership and a culture that fosters learning and professional growth. In an effective school, the principal acts as an instructive leader and communicates effectively and persistently and models the school's mission with staff, parents and students.

Teachers are transfer frequently. Majority of the head teachers (84.1 percent) opined that the teachers are transferring frequently. Due to transfer of teachers through political pressure sometimes head teachers face the shortage of experienced teachers and also face undue political pressure. We remember that change is a process and must include the acceptance, adaptation and institutional change by individuals, school organization and local school community (Speck, 1996). Majority of teachers have mastery over their subject. According to this statement most of the head teachers (96.3 percent) responded that the teachers have mastery over their subject. Teacher's transfers are made at appropriate time. The head teachers (32.9 percent) opined that the transfers are made at appropriate time. Teachers cover syllabus in time. Most of the head teachers (96.3 percent) express their view that the teachers cover syllabus in time. This is an indication that in most schools, principals were of the opinion that their schools functioned well in managing the implementation problems of the presented curriculum and, therefore, this was not an administrative challenge among most of them. To confirm the above findings, Ministry of Education officer reported that the time allocated by the Ministry of Education for syllabus coverage, teacher's responses towards remedial teaching, school ability in buying external examinations and the position of schools in offering the recommended science and technical subjects were good.

Students misbehave with their teacher because of teacher's harsh treatment. Majority of the head teachers (73.2 percent) opined that the students misbehave with their teachers because of the teacher's harsh treatment. Discipline is a process of growth towards self-control, character development and the learning of an orderly and productive existence (Etesi, 2012). The principal and teachers were invited to indicate the most common disciplinary problems experienced in their schools, to which they responded as shown. Head teachers also added that a lot of time is wasted solving indiscipline cases, poor teachers-students relationships, poor school image, and decline in academic performances which as a result increase the rate of school drop outs. In line with the results presented above, Ndana (2010) in his research on the administrative challenges found out that major cause of poor academic performance in schools was student's indiscipline. Apart from the indiscipline cases, there are other activities students engage in after school which affect their academic performance negatively many students who leave school end up losing vital study time and thus jeopardize their studies. The lack of assignments has led to a lack of ownership of the content of the subject that leads to poor school results. The low self-esteem caused by bullying causes students to be too afraid to focus completely on their class work. Therefore, this was a clear indication that indiscipline cases had a negative impact on students' academic performance.

Head teacher provided opportunities to improve academic qualification and teachers come to school in time. Majority of the head teachers (95.1 percent) express their view that the head teachers were provided the opportunities to improve their academic qualification. The researchers such like Wanzare & Ward (2000) and Bundi (2008) have demonstrated the need of continuous professional development of school administration and teachers to improve the quality of education. Work experience is important as it is generally assumed that experienced head teachers are able to devise ways of dealing with administrative challenges as opposed to novice head teachers. The head teachers learn how to manage schools through practical experiences, and by attending in-service training courses where they are equipped with administrative skills for effective school management. The professional development of staff and head teachers has also been of primary importance in these successful schools. Gurr et al. (2003) also noted that the principal of the institution has an indirect impact on the results of the students working with others and using a series of interventions in terms of developing individual and scholastic skills, as well as teaching and learning. The purpose of organizational learning was related to the leadership practices of successful leaders that included the provision of individual support, the development of a culture of trust, a shared decision-making process and distributed leadership, the development of shared objectives and vision, and the high student's expectations (Mulford et al., 2007; Silins & Mulford, 2002; Leithwood & Hallinger, 2002; Mulford et al., 2004; Mulford & Silins, 2003). Teachers come to school in time regularly. Most of the head teachers (74.4 percent) opined that the teachers come to school in time.

Parents pressure on annual promotion of the students. Majority of the head teachers (78 percent) opined that the parent puts pressure on annual promotion of school. Previous research by Gachagua (2005) found that poor parent orientation was a contributing factor for students, allowing substance abuse and other indiscipline behaviours that

have negative implications on academic performance. They replied that the parents behaved roughly and did not care about their children's education. Some of the head teachers replied that parents use the harsh language in meetings. There is little understanding between parents, students and teachers about mutual interest in education (Epstein, et.al 2002). Through the participation of parents in schools, teachers can learn about the goals parents have for their children, and parents can learn about the educational programs in the school and what is required of them in their children's school. There is a need for real collaboration between the school and the families to achieve the results of the students. When the gap between school culture and home culture closes, children with different cultural backgrounds will perform better (Henderson and Berla, 1994).

You are competent to spend out of school funds. Majority of head teachers (75.6 percent) viewed this statement that they are competent to spend out of school funds. The success of the school head teachers depends on financial inputs are managed it that affects on performance of the school (Ministry of Education, 1993). According to Wachira (1996), head teachers find financial management to be the most difficult task area in school administration. This is due to lack of adequate financial management skills. Previous research by Nyaga (2005) revealed that most Kenyan secondary schools operate with inadequate funds due to delays in fees payment and inadequate financing by the government. A school cannot function without finances, and these finances have to be properly managed in order for them to have the right impact on academic performance (Siwolo, 2004).

Conclusion:-

Based on the results and findings the following conclusions were drawn that the teachers are feeling proud to obey the orders of their head teachers. The head teachers are enjoying the cooperation of their staff. The teachers have mastery over their subjects and teachers cover the syllabus in time. The head teachers were provided the opportunity to improve their academic qualifications and head teacher are come to school in time. In some cases when any teacher is granted long leave their substitute teacher were not provided by the education department. Teachers are transfers frequently. Students misbehave with their teacher because of teacher's harsh treatment and their parents create problems and puts pressure on head teachers for student's annual promotion for next class. Educational subjects are being taught by properly qualified teachers and teachers are satisfied with the student's performance. The teachers are willing to take part in co-curricular activities and there is sufficient space outside the school for co-curricular activities. Teachers are come in school in time regularly and refresher courses are held to refresh knowledge of teachers. Library books, computers and AV aid are available in mostly schools; these facilities must be available in all the secondary school.

Recommendations:-

Taking into account the results, finding and conclusions the following recommendations are suggested to minimize the administrative problems:-

1. To improve the quality of education learned and qualified professionals be promoted as principals/head teacher.
2. The higher secondary schools be facilitated with computer labs and enable them to overcome problems.
3. The teachers transfer should be made at the beginning of academic year.
4. Without Laboratory facilities effective teaching particularly for science subjects is impossible.
5. Play grounds are essential for co-curricular activities. Land for play grounds in HSSs may be provided by the government. It is suggested that principals may be arrange indoor games in HSSs.
6. Library plays a vital role. It is considered backbone of education. Trained librarian and library books may be provided.
7. AV aids should be encouraged and used for effective teaching in the institutions.

Future Recommendations:-

The following guidelines are some of the solutions that can be recommended to solve cases of administration in secondary schools:-

1. Appropriate funding should be provided to ensure the school's daily administrative functioning.
2. There should be a greater involvement of parents in the administration of the high school; After all, it is your child who attends this high school, so your worries should be too. Parent Teacher Association (PTA) must be trained to coordinate these issues.
3. Head of the institutions should be democratic minded and adopted the principals of equality.

4. Recruitment of competent hands to manage the administrative issues of secondary schools. Only the managers of the seasons should be employed on the merits and their background in the administration of the secondary school.
5. There must be constant teacher training in the high school system to improve teacher's ability and in still new ideas in the teaching industry. A detailed plan should be designed, developed and implemented in the short or medium term for secondary schools. At least let our administrators have a first-hand guide or directive on the way forward and how they can meet deadlines.

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