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Developing Framework for Improving Efficiency of Public Secondary School principals in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

Efficiency of secondary school is to get maximum output with minimum input. In secondary schools, principal of the school is considered efficient when he/she achieves the desired objectives within limited available resources. Main purpose of this study was to develop a framework for improving efficiency of the secondary school principals in Khyber Pakhtunkhwa province. Objectives of the study were: to analyze the present status of the efficiency of the Principals of public secondary schools and to develop a frame work for improving efficiency of the secondary school Principals. The study adopted quantitative method for the achievement of objectives. Population of the study included 16 District Education Officers (DEOs) and 490 male/female school principals. The study was delimited to eight districts on the basis of highest and lowest literacy rate. Abbottabad, Haripur, Noshera and Kohat were highest in literacy while Shangla, Upper Dir, Battagram and Kohistan were lowest in literacy. 16 DEOs and 230 Principals were sample of the study. Questionnaires for DEOs and principals were developed, validated, piloted and administered to the sampled districts. The data were collected; tabulated, analyzed and interpreted. Mean and Standard Deviation were calculated and elaborated. It was concluded from the findings of the analyzed data of DEOs and school principals that school principals provide guidance and assistance to the teachers in instructional activities to improve their teaching skills, involve their teachers in decision making process, and motivate teachers for better performance and to accept additional responsibilities to teaching. Principals do not have administrative and finance management skills and they need to acquire it. They need administrative and managerial training but the existing training institutions do not cater with the needs of the training. There is dire need of imparting training to the principals of secondary schools. Budget and finance management skills need to be developed in the principals of the schools. Principals neither maintain liaison with the community nor with the neighboring school principals for improving their academic standards and resolving the school issues. They are to maintain liaison with their colleagues as well as the community for betterment of the learning environment.

It is recommended that Secondary School Principals may be given administrative and managerial training in general and in financial management of the school in particular. It will enable them to know the financial rules; will develop the skills to utilize the funds properly, improving the instructional leadership skills and to control the leakage of resources. Government of Khyber Pakhtunkhwa may establish an institution or improve



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the performance of the existing training institutions at provincial and regional level.

A framework has been developed on the basis of the recommendations of the study which may be helpful in improving the efficiency of Secondary School Principals in Khyber Pakhtunkhwa.

Keywords: School Principal, Management, Framework Administration, Efficiency, Improving Efficiency,

Introduction

School is an institution where students are imparted primary, secondary and Higher Secondary education. The level of schooling differs from country to country. Usually, the most common existing school system is the primary school for primary and secondary education for teenager students. Sonya (2011) has defined school as a place having one or more teachers provide instruction, have an administrator, based in one or more buildings and enrolled students. School may be general or specific like school of economics, school of technical education and school of Gymnastics. Generally in Pakistan, there are two kinds of schools, public and private secondary schools. Public secondary schools are owned by the government. In public secondary schools, free educational services are provided to the enrolled students. Public schools are Principled by Principals, Principal masters and Principal mistresses who provide instructional leadership to the teachers and students for their activities and are called school Principals.

In Khyber Pakhtunkhwa, the public sector educational institutions and schools are not producing the desired objectives. It is presumed that Principals of schools are responsible for the poor performance of the public schools. The study was conducted to know about the existing level of the efficiency of the school Principals in Khyber Pakhtunkhwa and to know the issues responsible for it. In light of the study a framework has been developed which will be helpful for educational managers and administrators for bringing changes and improvements in efficiency of the Secondary School Principals.

Statement of the Problem

School works effectively and produce desired results when the Principal's performance is good and efficient. In Pakistan in general and in Khyber Pakhtunkhwa in particular, the Public Secondary Schools are not giving the desired output. Various factors are responsible for the poor performance of Public Secondary Schools. It was, therefore, needed to make an analysis of the existing status of the efficiency of the School Principals and to develop framework for improving their efficiency.

Objectives of the study

Objectives of the study were:-

To analyze the current performance and efficiency of the Principals of Secondary Schools in Khyber Pakhtunkhwa

To identify the problems that hinders in efficiency of the secondary School Principals

To make recommendations and develop a framework for improving efficiency of the Secondary Schools Principals

Research Questions

Following were the research questions.



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What is the current status of efficiency of the Principal of secondary schools?

What are the problems which hinder school Principals in achieving the desired objectives?

What possible measures can be suggested to improve the efficiency of secondary schools

Principals and to develop a framework?

Delimitations of the Study

This study was delimited to

Government Secondary Schools

24 districts of KPK, out of those 24 districts, 08 districts; 04 districts having the highest literacy rates i.e.

Abbottabad, Haripur, Kohat, Nowshera and 04 districts having the lowest literacy rate i.e.

Battagram, Kohistan, Shangla and Upper Dir

Academic session 2013-2014

Internal efficiency

Population

Population of the study was the eight districts among 24 districts of Khyber Pakhtunkhwa.

These districts were selected having the highest and lowest literacy rate. Highest literacy

rate Districts included District Abbottabad 56.6%, Haripur 53.7%, Kohat 44% ,

Nowshera 42.5% and the lowest literacy rate Districts included Upper Dir 21.2%,

Battagram 18.3%, Shangla 14.7% and Kohistan 11.8%.

Table 1.1 District wise Literacy Rate.

S No.		District	Literacy Rate
1	Highest	Abbottabad	56.6%
2		Haripur	53.7%
3		Kohat	44%
4		Nowashera	42.5%
5	Lowest	Upper Dir	21.2%
6		Battagram	18.3%
7		Shangla	14.7%
8		Kohistan	11.8%

Source: - Education Management Information System, EMIS, 2012 -2013 KPK

Sample of the Study

16 DEOs and 230 Principals were taken as sample of the study from the Districts of Abbottabad ,Haripur , Kohat , Nowashera Upper Dir , Battagram , Shangla and Kohistan.

Data Collection

The questionnaires were administered to the respondents through post along with self-addressed envelopes and personally visit the responded in some districts.

Review of Literature

School Principal

School Principal is one, who plans, organizes and controls the school. Principal interacts with teachers in human relations, decision making, instructional activities and control &



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conflict resolution. Principal is responsible for achievement of the targets through the efforts of other people individually, in groups or in an organization. He/she is a person with balanced roles and ensures that he/she is doing what he feels is best for all concerned and provides leadership; directions and co-ordination within and outside the school. School Principal concentrates on developing and maintaining effective educational programs within their schools. He/she is responsible for promoting such an environment which is conducive to teaching and learning. He organizes plans and coordinates in all the activities of the school, Principals guide teachers in teaching/ learning activities, develop the instructional program, assign right job to the right persons and facilitate the teachers and the in overall working of the school. Glickman (2010), Jones (2011) and Louis (2009) viewed that role of the school Principal is also of an instructional leader and manager which is an important segment of instructional leadership. School Principal guides teachers in instructional activities and as a manager acts as a bridge between the top management and his/her staff.

According to Dovell (2006) school Principal is someone who actively participates in management process through the four functions of planning, organizing, leading and controlling. Principals plan, organize, coordinate and control organizational resources; lead their people into the future and help the organizations to respond to the growing changes in social expeditions and expectations of clients. The secondary school Principals works as part of the management and facilitate management in the affairs of the schools. They occupy managerial positions in their schools and perform tasks like assigning duties to their colleagues, solving their problems, maintaining close liaison with the students' parents and the neighboring school Principals. Andre (2009) described that school Principals ensure general administration, good governance, pedagogical and social responsibility and Human Resource Management. They are responsible to administer, supervise, manage and ensure good governance keeping in view the available resources, organizational environment, social and economic condition of the community. They work as bridge between the higher authorities and their colleagues. The institutional policy of the school includes daily operations and decision making which keep the school functioning and make it result oriented. They ensure effective and efficient delivery of the sound quality of teaching and maintain the academic standards. Regular review, evaluation and preparation of school program and guidance of the teachers in instructional issues are the tasks which characterize the effective role of the school Principals. The institutional policy of the school includes daily operations and decision making which keep the school functioning and make it result oriented.

Management

Management is define as a social process, designed to ensure the cooperation, participation, invention and involvement of others for effective achievement of the given objectives. Educational management is the theory and practice of the organization and administration of the existing educational establishments and system. Monroe (2011) considered that educational management is a comprehensive effort which deals with the educational practices, educational institutions and is also concerned with human and material resources. The human elements include students, parents, teachers and other employees while Khan (2007) stated that “management is an exciting subject because it deals with setting, organizing, seeking and getting the objectives” (p.43). Therefore, school management is responsible for achievement of the school objectives. School Principals act as administrator as well as managers of their schools and at the same time they are the instructional leaders of their schools, responsible for designing, implementing and



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evaluating the achievements in the context of instructional objectives. They occupy managerial positions in their schools and perform various tasks like planning, organizing the curricular and co-curricular activities of the school. Assign tasks to their colleagues, solve their problems; maintain relations with the community as well as their colleagues in the neighbouring schools. In Schools & Literacy Department of Khyber Pakhtunkhwa, management in hierarchical order starts from the secretary at the top management level and descends to the Director Secondary Education, District Education Officers and then the principals. All activities of the secondary education are performed by the management at their own working domain in hierarchical order.

Administration

Dictionary of English Language has defined administration as “The management and direction of government, business, institution, or the like” (p.179) while Webster’s College Dictionary has defined administration as “The duty or duties of an administrator” (p.78). Administration is mainly concerned with the operational activities that share some of its function with the management. Administration plans, organizes and controls the activities at different levels. It has equal role in educational institutions for achieving the desired objectives. It also seeks participation and involvement of stakeholders at different levels that adopts the managerial skills for doing things with the help of subordinates. Educational administration is concerned with the level of education at school, college and university etc. while school administration is particularly concerned with the administration of education at school level. According to Encyclopedia of Educational Research, educational administration is the process of integrating the efforts of personnel and utilization of material and financial resources in an appropriate way to promote the development of children and youth effectively so that Human qualities can be developed as described by educational philosophy concerned with the growth of pupils and school personnel

Jones (2011) elaborated school Principal as the administrative Principal of school that possesses experience, competence and administrative skills. Traditionally, role of the School Principal is effective administration of the school which includes creation of sound environment for teaching and learning practices. Principals keep liaison with the community, maintain effective management of the school, and provide in service growth to the teachers. Educational Principals seek to promote the stability and smooth operation of their organizations. They directly and indirectly affect students by ensuring that schools are efficiently run through school regulations and policies. Meador (2013) is of the opinion that Principal covers many difficult areas including leadership, teachers’ evaluation, student discipline, schedule setting, evaluation program, hiring new teachers and delegating authority to others. Thus the school Principal as an administrator performs functions which lead to the students’ achievements. In case the administrator of the school is poor then it will have adverse effects over the learning environment and the students’ achievements.

Effectiveness of school Principals

Effectiveness of school Principals means attainment of the schools’ objectives in effective way and it is measured in terms of students’ achievements. Effective and efficient School Principals are those who maintain close liaison with all the segments of the society as well as with their colleagues. They share their experiences and exchange their ideas with all the community members, the students’ parents and their colleagues. On the other hand, the school Principals who do not maintain liaison with the community, with students and their parents and do not involve their teachers and the staff in the affairs of the school may not



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be able to achieve the desired objectives of the schools. There are many factors which contribute to the effective performance of the Secondary School Principals. These factors include the functions and responsibilities of the School Principals which are determined by the top level management and administration.

Akomolafe(2012) viewed that principals play important leadership roles in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Discipline is also an important factor that contributes to the effectiveness of the school Principals. The organizations and school that maintain good discipline show better performance. In Pakistan, cadet colleges are said to be good educational institutions at Secondary and Higher Secondary level. It is not only because of the prestigious institution but it is the discipline which makes them distinguished from other educational institutions. Strict discipline has made the cadet colleges in Pakistan prestigious and attractive. The faculty is not superior to the public secondary and higher secondary schools. Esen (1980) views discipline as the maintenance of the quantity of the atmosphere necessary for achievement of the school goals. Ezeocha (1985) added that school discipline should recognize the inherent dignity and right of the individual, be devoted to humanitarian principles and ideals, offer self-direction and be founded on an understanding of acceptable behavior. Indiscipline behavior in both private and

The individuals and groups in the community may be the parents, professionals, businessmen, labour class, land owners/formers, serving people and social workers. Therefore, school Principals has to maintain close contacts with these members of the community.

Efficiency

Efficiency means getting maximum output by utilization of minimum resources Or it is comparison of the input with the output and the results achieved within the limited resources. Vanags and Geipele (2006) viewed efficiency as comparative valuation of the utilized resources versus the results achieved by the Principal. The Principals of schools get maximum students' achievements by using the limited available resources like buildings, classrooms, furniture, teachers and the staff. Adigun (2012) stated that in essence, managing public school effectively has to respond to the challenges and demands, making collaborative strategies by involving the school staff and public in planning, decisions making, executions, monitoring and evaluation of the resources and implementation of the programs available to school. It is the responsibility of the Principals of the schools of both the genders to involve teachers, community and other colleagues in affairs of the school to bring bitterness in the learning environment of the school. It is necessary to improve school efficiency and it is the responsibility of the Principals as well as the staff to ensure utilization of all the resources in a best possible way to achieve the desired objectives.

External Efficiency

External efficiency is determined in terms of the expenditure incurred on education and the benefits received by the parents and society in terms of the students achievements. Madhab (2010) has described external efficiency as benefits acquired to the students and to the society from earlier investments. It involves the interface between academic and vocational education between school and work. External efficiency shows the benefits



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achieved by the society with respect to the investment done in the past. It shows the output in shape of the students' achievements through the school and the role played by the successful students in the society and the development that came because of that educated group of students. It shows the overall benefits received by the community in terms of financial, material and humanity.

Internal Efficiency

Internal efficiency is the output of the organization by utilization of minimum resources within the organization. In education system, internal efficiency is concerned with utilization of the available resources for improving the quality and quantity of educational achievements in best possible ways. School results always depend upon the internal efficiency and internal efficiency of the is the output produced within the available resources allocated to achieve the desired objectives. Fgatabu (2012) described while elaborating the efficiency that there are several socio economic factors influencing internal efficiency in the provision of secondary education. These factors are: parental poverty level, parental level of education, gender preference, family structure and early marriages. Thus the economic and social status of the parents and the community has also direct effect over the efficiency. Megala (2010) supported the above statement that adequacy of instructional resources, availability of human and financial resources are all positively correlated with the internal efficiency of secondary school. Internal efficiency is the valuation of education for the relevant stakeholders i.e. government, parents and students. Internal Efficiency can be increased if schools are equipped with necessary instructional material, adequate mechanism and procedures, returning and promoting the personnel of schools. In Pakistan, this aspect of educational management has not been given due importance and as a result the desired objectives are not efficiently achieved.

School Principals efficiency is the proportion of total organization's resources that contribute to the smooth running of that organization. Principals can be efficient but ineffective and vice versa. If Principals achieve the organization's goals they are effective; if resources are not being fully utilized then definitely the concerned Principal is not efficient. However, it may be noted that these two terms are not very commonly used. Principal is one who delivers results while efficient Principal is defined as one who delivers desired results within the time schedule. Therefore, Principals efficiency is a comparative or relative factor and not an absolute value or a standard of any kind that can be applied in all circumstances.

Educational Principals show their efficiency through their effective managerial practices in achieving organizational targets. Indicators of efficiency can be used to measure effectiveness of the school in achieving institutional and national goals. All this depends upon the attitude and behavior of the Principals, i.e. relations with the colleagues, motivation, and style of decisions making, concept of reward and punishment as well as distribution of work among colleagues. Marlaine (2004) further added that Principals efficiency entirely depends upon their motivation, interpersonal communication, decision making and Human Resource Management in their organizations. School Principals are to concentrate on instructional management to achieve the desired objectives. They act as instructional leaders that create and direct an instructional program; this program incorporates current research on teaching methods and which guides in teaching process with in the classroom instruction process. The instructional behaviors of School Principals affect the results at each moment as much as the teacher's instructional practices. Secondary School Principal is to be actively involved in instructional program. He has to plan, organize the goals and objectives, establish criteria for good performance and create



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ideal environment for achieving the desired educational results.

Efficiency of the school Principals is usually analyzed on the basis of their performance and the results achieved in shape of the students' achievements. Efficiency is measured with respect to the targets achieved within the minimum available resources and a time framework. According to Australian Institute for Teaching and School Leadership (AITSL, 2007) school Principals are leading professionals in the schools. They inspire students, staff and members of the community to continuously enhance the learning of all. School Principals establish network and collaborate with a wide range of people to secure the best possible learning outcomes and wellbeing of all the students. They are skilled at establishing and maintaining professional relationship and structure. In case, the input is available for producing desired results and the same is being fully utilized then output or the effectiveness can be increased further only by increasing the efficiency. In such situation, effectiveness and efficiency are directly proportional. Effectiveness is defined as the measure of total output produced while efficiency is defined as a ratio of output produced and input used to produce it. Efficiency is of two types, external and internal Efficiency.

Improving Efficiency:

Students' are the main stake holders of the school and their academic achievements depends upon the School Principals' behaviors, school and community relations, involvement of teachers and students effectively. School efficiency depends upon the relation and behavior of the school Principals, the nature of the relations with the staff, colleagues and the community. Improving internal efficiency of the school Principals have become a great concern for educationists. Bringing improvement in internal efficiency has been inspired by several considerations. In the past, attention was given to the inputs provided rather than the standard of teaching and decision making process at the schools. Secondly, attention was given to the text books; teachers and students' attendance, rest of the relevant factors were ignored. According to UNESCO report (2000) improving internal efficiency of the individual components does not automatically lead to improving an organization. Process is contextual and their improvement depends upon the capacity of each school to become an effective organization. In this regard, policies and strategies are to be devised to strengthen the supervision, evaluation, assessment and teacher management. School Principals efficiency can therefore be seen as a specific instance of the general phenomenon of the selection of system. There are factors which do contribute to improve the internal efficiency of the secondary School Principals.

Efficiency Framework

Framework is a structure developed by interlinking the different segments of the relevant stakeholders. Margaret (2005) has defined frame work as "a real conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful"(p.178). Frame work is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful. It is a basic structure underlying a system, concept or text and in a broad overview, outline of interlinked items which supports a particular approach to a specific objective and serves as a guide that can be changed. Frame work provides a structure under which some particular activities are performed. These activities lead to the pre-determined objectives which are to be achieved under that framework. Framework is a structure that provides form and degree of rigidity and a set of ideas or facts that provide support for something in other words it is supporting structure. Framework has five



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structures. i.e. Governance, planning and management, external impact, finance and physical infrastructure, leadership and teaching; and student support.

Cameeron (2011) argued that Frame work for educational leadership is intended to support improvements in education by developing high performing leaders equipped to tackle the significant task of leading and managing in challenging and changing times. It is the modern instrument which is developed to assist educationist in improving efficiency. National Association of Charter School Authorizers (2012) viewed that framework is aimed to promote and maintain a positive working culture based on quality of work and performance with colleagues and a team leader. Framework sets the academic, organizational and fiscal standards by which all public schools will be evaluated. The framework provides information both to the school officials and the senior management of the school. Frame work is the combination of effective and efficient practices, procedures which improves students' performance, school Principals' performance and efficiency. Frame work provides guidance to school Principals, Districts Education Officers and serves as platform for efficiency and effectiveness. It provides guidance regarding policy formulation at school and District level.

Efficiency frame work means regular contacts and exchange of visits with neighbouring schools, establishing and maintaining cordial relations with school Principals and educational managers to share their experiences, sharing the bench marking data with neighbouring schools facilitated by the local authority or the school themselves and sharing academic/ educational expertise with nearby schools that need help to develop and improve their capacity. School Principal can improve his efficiency if he establishes good relations with other school Principals, exchange visits, sharing bench marking data with neighboring schools and also share their professional capabilities with other school Principals.

Data Analysis

The collected data were analyzed. Mean score and Standard Deviation of each statement of all the four questionnaires were calculated. Standard Deviation indicates the measure of the spread of data values. A large value of Standard Deviation indicates that points are far from Mean and small value indicates that the results are clustered closely around Mean. Findings, conclusions and recommendations were made on the basis of analyzed data. Then a frame work was developed for Improving Efficiency of the Principals of Secondary Schools in KPK.

Variable	F	Means	SD
Organization of activities	230	3.83	0.86
Coordination of activities	230	3.42	1.07
Delegation of powers	230	3.43	1.28
Decision Making	230	3.72	1.42
Guidance to the teachers	230	3.71	1.34
Help teachers In instructional process	230	4.39	0.54
Skills in Finance Management	230	2.43	1.12
Set procedures for expenditure	230	2.73	1.02
Control on leakage of resources	230	2.56	1.11
Utilization of minimum	230	2.65	1.10
		2.53	1.02



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resources for achieving goals	230	2.62	1.27
Liaison with neighboring Principals	230	4.37	0.80
Liaison with community	230	4.07	0.96
Motivate teachers for better performance	230	4.23	0.99
Human Resource Management	230	3.78	1.16
Meet with students' parents	230	4.01	0.95
Need of training	230	4.43	0.71
Establishment of Academies			

Need to maintain liaison with the community
Need of training budget and Finance.

Findings

It was found that Principals of secondary schools plan and organize the activities of the school; facilitate and guide teachers in improving their teaching skills; delegate powers to the teachers and involve them in decision making; motivate teachers for better performance and to accept responsibilities in addition to the teaching. Principals do not have the skills to maintain school budget & finances and to achieve maximum output by utilizing minimum resources. They neither maintain liaison with the community nor with the neighbouring school Principals regarding their community related school issues. Principals are untrained and need to be given training in general administration with concentration of budget and finance management training.

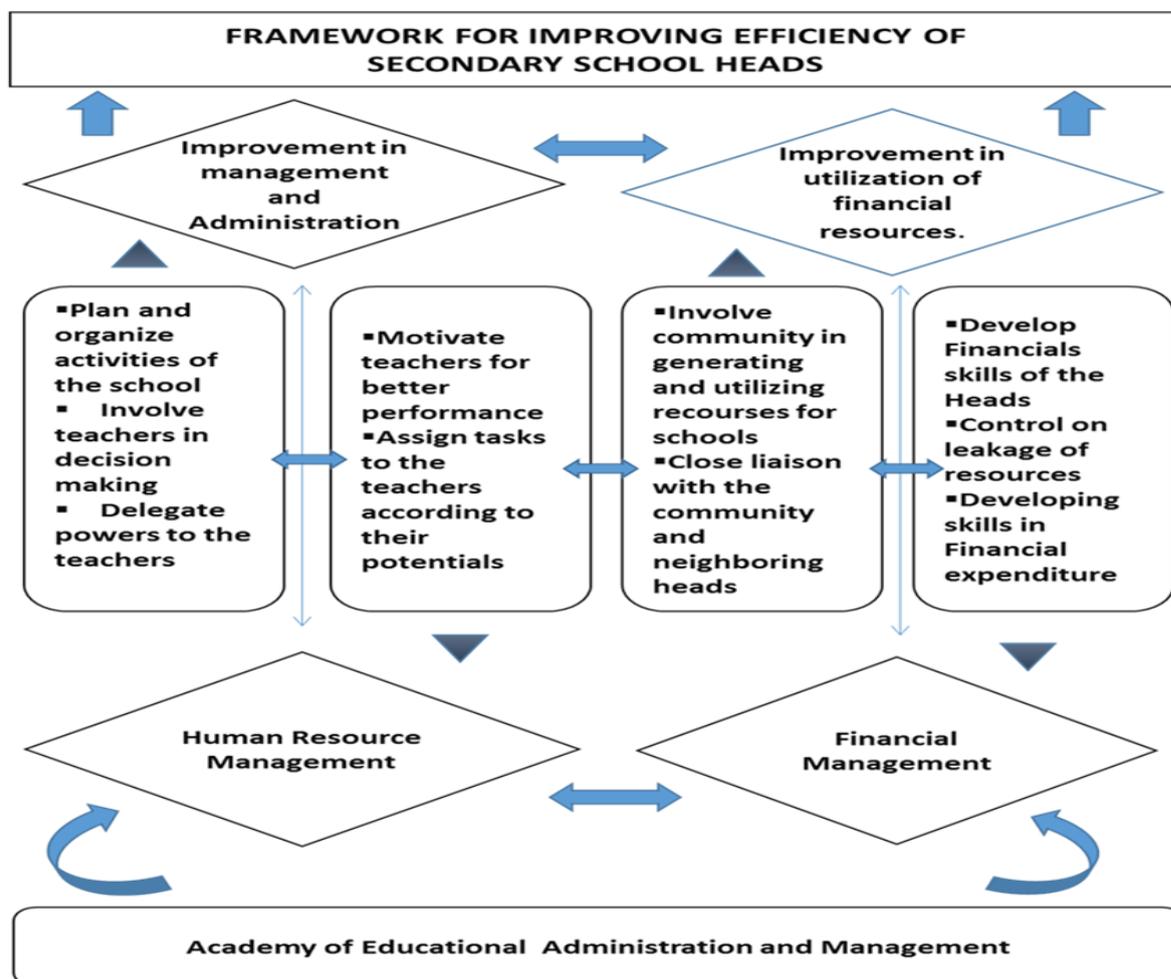
Conclusions

It was concluded that school Principals plan, organize the activities of the school, help and guide teachers in instructional process and schedule the co-curricular activities of the school. They do not possess finance management skills and need training in this field. School Principals need administrative and managerial training particularly in finance & budget related issues. There is a dire need of imparting training to the school Principals and establishment of training academies in Schools & Literacy Department of Khyber Pakhtunkhwa or bringing improvement in the existing Regional Institutes of Educational Training (RITEs)

Recommendations

Government of Khyber Pakhtunkhwa may take immediate steps to impart training to the Principals of Secondary Schools in general and particularly in finance management. The Schools & Literacy Department, Government of Khyber Pakhtunkhwa may establish Management academies or improve the existing ones. Administrative and managerial training will be given to the Secondary School Principals that will improve the efficiency of Secondary School Principals.

Efficiency Framework



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