



Relevance of School Leadership and Planning Strategies in Performance of Secondary Schools in Co-Curricular Activities in Malindi Sub- County, Kenya

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Abstract: Education systems have gradually adopted partial methods of imparting knowledge to learners by focusing on Academic performance and neglecting the co-curricular. However, there are some schools that have supported the co-curricular activities and consequently have continued to encounter a series of challenges that influence the performance of the co-curricular activities. The Kenyan Education System is not exceptional. This study sought to examine the influence of management of School dynamics on performance in co-curricular activities in Secondary Schools in Malindi Sub County. The objectives of the study were to investigate how management of planning strategies and management of leaders influenced the performance of secondary schools in co-curricular activities in Malindi Sub County. The study was guided by the Systems Theory and educational productivity theory. The research design employed was concurrent triangulation Mixed research approach comprising of qualitative and quantitative data. The target population was 8885 subjects. Stratified random sampling technique was used to select participants. Data was collected through questionnaires and interviews. The qualitative data was analyzed thematically in line with the stated objectives while quantitative data was analyzed using Statistical Packages for Social Sciences (SPSS Version 21). The study found that to a great extent, management of school planning strategies influence performance in co-curricular activities in secondary schools in Malindi Sub County. As a strategy for many schools, the co-curricular were planned by the principal and the games master. School principals used autocratic type of leadership which was more of cooperative for stakeholders.

Keywords: School Leadership, Planning Strategies, Academic Performance, Secondary Schools, Co-Curricular Activities

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1.Introduction

Co-curricular activities are programs scheduled to be undertaken outside classroom hours and they involve engagement of learners in physical activities. These activities may comprise of students' participation in sports, music, and drama. Third world countries have resorted to investing largely on academics in schools and giving little attention to Co-curricular activities

without realizing the benefits that might come by if their learners perform in Co-curricular activities.

In a study conducted in US by Shulruf (2010), it was concluded that there is an association between participation in co-curricular activities and academic performance from the educational outcomes. Students who were actively involved in co-curricular activities ended up performing and likewise their performance reflects in class work. Talents hidden in learners can

also be explored if students perform in Co-curricular activities. The academic aspects of the individuals are achieved in a classroom environment, but character development, social growth, moral values, physical growth, innovativeness, and creativity are aided by co-curricular activities. Co-curricular activities are instrumental in shaping an individual into a holistic being. For a school to realize performance in co-curricular activities amongst the learners, favorable grounds must be laid to enable smooth operations in the field of co-curricular activities. This study however did not explore on the influence of management of school dynamics on performance in co-curricular activities.

In Zimbabwe, Praxedes (2016) recommended that Head teachers should give incentives to excelling trainers who are teachers to encourage them to perform better in co-curricular activities. As per the findings of the research, it was concluded that all teachers worked hard in co-curricular activities because of supervision and evaluation. Each teacher gave an account of the activities they manage, failure to which they were put to task and were expected to explain in a meeting during the time of evaluation.

In Tanzania, Vincent (2001), states that education should be a tool that impacts knowledge and practical skills to help learners to survive in the global world. The key role of education is to control and form habits as well as to improve capacities and power so that one can become an efficient member of the society (Maribeth, 1990). Schools are therefore tasked to strike a balance between academics and CCAS without partiality. All learners at all levels should be subjected to an environment that support smooth running of co-curricular activities as the outcome classifies the talent at which one is best at.

When students perform in Co-curricular, they are also investing in their future. Pascarella (2008), states that if students engage in Co-curricular activities, they find learning meaningful and they also invest in their learning and future. When students perform in co-curricular activities, they also perform in other areas such as academics and their wellbeing. As a matter of fact, co-curricular activities are recognized in the Kenyan curriculum in the form of physical education (P.E), a compulsory subject for primary pupils and secondary students. This subject was created as a result of the presidential decree that sought to help students develop sporting skills in addition to building up an interest in physical activities (Onyango, 2004)

Kenya has a well-developed education system; whose enrollment rate is among the world's highest increasing rates. This is true for both primary and secondary schools, which is as a result of the free primary education that started in 2003, then later followed by free secondary education as was introduced in 2008. However, this otherwise well-developed system still experiences challenges that hinder its full potential. Among these challenges are the school dynamics that

are housed within this system. (Lauby, 2009)

A study conducted by Kisango Kenya, Lamu county on factors influencing student's participation in co-curricular activities in public secondary schools, findings revealed that funding, infrastructural facilities, teacher's role, and parental involvement, influenced participation in co-curricular activities. Education does not just involve memorization of certain facts and numbers and knowledge. It also involves an all-round development of the student. Therefore, their involvement is important as well as their performance.

A complete education system should aim at equipping learners with knowledge holistically to enable them to compete in the global market. In most African countries focus has been diverted to academic performance compared to performance in co-curricular activities. Co-curricular Activities are equally important and if institutions accord the programmes the support needed, a favorable environment will be created for learners to perform and thus be prepared to compete in the globe. However, some schools have adopted the practice of engaging their students in co-curricular activities after realizing the benefits of CCAs. Unfortunately, the efforts of these Principals, trainers and learners are hailed by challenges such as inadequate funding and at times, no funding at all from the ministry, disorganization of the events by the parties involved, corrupt leaders heading the institutions and unqualified personnel's training the learners, hindering them from realizing satisfactory results. If an institution fails to promote the co-curricular activities fully, then they might go into a situation where they will encounter chaos with no fruitful results. Unfruitful or fruitful results are propelled by dynamics which are forces that exist in creating positive or negative outcome in performance in co-curricular activities. Many schools in Malindi sub county have fallen prey to the challenges posed by school dynamics. Therefore, this study seeks to examine the influence of school dynamics on performance in co-curricular activities. The study focused on answering two research questions; 1) To what extent do management of school planning strategies influence performance in co-curricular activities in secondary schools in Malindi Sub County? And 2) In which ways does management of school leadership influence performance in co-curricular activities in Secondary Schools in Malindi Sub County?

2. Literature Review

Planning of any activity or event is the core pillar without which success hardly comes (Nakpodia, 2006). Planning entails a series of strategies involving the time frame within which the activity is scheduled to kick off and end, budgeting, and the appointing of personnel. According to Lauby (2009), late arrival to venues by teams and trainers may be major challenges creating hindrance to performance of schools in co-curricular activities in secondary schools.

For any intended activity or event to succeed, planning should come first. Working without a plan is chaotic and, in most cases, unplanned events or activities fail to succeed. There is need for aid strategies from time for which an activity is scheduled to begin, the type of activity, the participants involved, a proposed budget on how the personnel hired to coach, manage, and officiate the event will be paid and even the meals to be provided. Among factors that influence operation of co-curricular activities is the provision of sufficient facilities, supplies and equipment (Winston, 2008). All these equipment and facilities should be captured in the budget and forwarded to the concerned parties' i.e., purchase of costumes for music, instruments, and balls. Without the necessary facilities and equipment, learners end up being barred from participating and performing in co-curricular activities, thus losing their morale.

There is still needed to involve stakeholders when it comes to co-curricular activities, especially during the hosting of events. The principals play their role by approving the budgets presented by teachers concerned and facilitating the events party i.e., giving the teachers their allowances, including night outs where it is applicable and where it is convenient. The teachers who in most cases are the coaches or the trainers play their vital role by preparing their teams before competitions. During the events, the trainer's presence is very crucial as it offers moral support to the competitors. The student's role is to prepare the venues by marking the fields, cleaning the rooms and even in participating in the event itself. Therefore, everyone should be actively involved to ensure the smooth and successful operations of the co-curricular activities. It is also vital that stakeholders should avail themselves in good time for the purpose of co-curricular activities. However, in most cases they end up reporting late for the events.

Lateness affects a school's performance. In fact, (Kremer, 2005) argues that it is responsible for creating learning differences among individual learners. These learning differences are created as a result of more or less frequent lateness and translate into significant differences in learning gains for students. Indeed, this is evident in a study conducted in the United States, researchers concluded that lateness most likely affects the performance of individuals according to the level and extent to which it is practiced (Ehrenberg, Rees, and Ehrenberg, 1991). There have however been instances in which some people have argued that lateness does not deserve that much attention as deterrence to an improved performance (Kremer, 2005). This argument, as stated above, solely bases on two reasons. Reason number one fact lateness among trainers is probably not the only problem that affects most of the schools within developing countries. As a matter of fact, most educational institutions experience a lack of books, learning equipment, and other related facilities. Student absence is also an issue, greatly decreasing the efficiency of well trained and motivated tutors. In cases where students are present, most of the time, their

trainers are more likely poorly trained and/or lack proper motivation. Thus, when observed from this point of view, lateness alone in the learning process, becomes inadequate to be a passable deterrence (Ehrenberg, 1991).

The second argument is that lateness is inbuilt within some systems and more likely an inevitable cost of poverty. This perspective bases on simple facts such as a government which cannot manage to pay its teachers well enough. These trainers are thus forced to supplement their meager salaries with some outside supplementary work, and which happens within the school hours. This ultimately reduces a teacher work hour (Chaudhury, 2004). Coordinated and planned absences by such trainers, so that either colleagues cover for the late trainers, or a coordinated lateness by both students and trainers on the same days could theoretically mitigate the costs of lateness. However, such planned cases of lateness, and their associated effects on school performance lack proper documentation, which means that evidence for success is scanty (Kremer et al., 2005).

The exact reason for lateness is not known for certain. In part, this may be as a result of scarce, or lack thereof of independently verifiable data that satisfactorily answers this question. In most cases where researchers have attempted to find the answer to this question by asking either the school heads or even the affected trainers themselves, the answers given seem to vary significantly. This mostly depends on some of the prevailing conditions/settings within which co-curricular activities operate. However, there seems to be a consistent pattern in which two explanations are commonly given: illness and "other official duties". These nonetheless explain only a very small margin on the causes of lateness. Moreover, these explanations only come into play where a school head's statements are taken at face value (Das, 2016).

Chaudhury et al (2006) estimate that only about 10% of lateness cases can be attributed to real illness. This is as obtained from finding in multiple country studies. However, there are special cases, especially in countries like Zambia, where sickness is more important as an explanation to school lateness. This is strongly supported by existing evidence that shows that such countries have been hard hit with epidemics such as HIV/AIDS (Henrick, 2016), in addition to "other official duties" that likely cause teachers to come to school late or even miss coming to school altogether. However, "election monitoring and public health campaigns, appear to be a minor reason for lateness even in India, where they are often cited.

According to Bush (2007), too much interest in the subject of leadership began in the 21st century and that is attributed to the knowledge that leadership style creates a substantial difference in a school setting thus contributing to students' achievements. Governments are realizing that the main assets are their citizens and

for them to become competitive there is need for a highly skilled workforce involved of brained and committed teachers, a leadership of effective principal and senior managers (Cheng, 2007).

The overall key players are learning institutions referred to as leader and managers. Leaders in such institutions should be judged by their impact on the quality and standards of the school, regardless of their other overwhelming responsibilities (Earley, 2004). Performance in co-curricular activities highly depends on the leadership and management activities like application and utilization of resources, structured feedback and coaching are directed towards school performance in co-curricular activities as stated by Steve Wohnski (2002) model on servant leadership, leaders should place other people interest first in order to be effective. When a school principal takes charge of a team as a trainer and ensures proper funding and planning appropriately for team, then as a leader is directly involved thus motivates the junior teachers and students to improve on their performance in co-curricular activities. As the head of the institution, the principal should be actively involved in ensuring success of co-curricular activities by providing the necessary equipment facilities and motivating teachers.

A leader's role is to influence another individual towards goal setting and achievement without force or coercion (Greenberg, 1993). The team managers should base on motivational way of encouraging students to improve in performance in co-curricular rather than coercion. Leadership is not all about being passive or possessing certain traits, it is a working relationship among members in which a leader acquires status through active involvement and demonstration of his/her ability for carrying group tasks to completion (Leipzig, 2004).

In most cases at school level, it is the principal who authorizes for funds to purchase equipment needed such co-curricular activities such as ball, costumes, musical instruments payment of trainers and teachers allowances at zonal and sub county levels during competitions. Some co-curricular activities have set rules that students are not allowed to participate if they are not in the rightful attires such as jersey in sports and costumes in drama. In situations where a leader fails to fund the activities for some unknown reasons the participant's dreams of achieving the best may be shut out as they are put off balance to compete with their competitors at the same level. Winston (2008) states that one of the changes that hinder fruitful outcomes out of Co-curricular activities is inadequate provision of facilities, equipment, and supplies. Facilities in terms of physical education means space, area or teaching station which may be located either outdoors or inside a building such as a playfield, laboratory, classroom,

gymnasium, or auditorium. Equipment may refer to non-expendable items such as backboard of basketball, football goalpost, hockey ground table tennis board whereas supplies refer to items that needs to be replaced frequently i.e., balls, nets, bats, brushes, books etc.

Gressard (1999) observed that most of the institutions have the needed facilities except for athletics. He also observed that a good number of schools still hire costumes and musical instruments. Consequently, Co-curricular Activities have been demonized in secondary schools by principals because of the higher costs incurred. Above all, a good leadership, is key in realizing results of the learners in co-curricular activities. A good leader is capable of doing the job better by using and mobilizing local resources and materials (Pascare, 1991).

3. Methodology

The study was guided by the Systems Theory and educational productivity theory. The research design employed was concurrent triangulation Mixed research approach comprising of qualitative and quantitative in which qualitative data was analyzed qualitatively in line with the stated objectives and the basic quantitative data analyzed using Statistical Packages for Social Sciences (SPSS Version 21). Presentation of the findings was done using tables and charts. The target population was 8885 comprising 8602 students, 263 teachers, 19 principals within the nineteen public secondary schools and 1 sub county director of education. The sample size comprised of 8.14% of 700 respondents. Stratified random sampling technique was used to create 5 different strata of 19 principals, 18 co-curricular teachers, 602 secondary school students and 1 sub county director of education. Piloting of research instruments was then conducted amongst 2 principals 5 games teachers and 101 volleyball students who were not to participate in the actual research in Malindi Sub-County to determine validity and reliability which was achieved through test and re-test method.

4. Results and Discussion

The study investigated the influence of management of school planning strategies on performance of co-curricular activities in public secondary schools in Malindi sub-county. The study entailed a question on who plans for cocurricular activities in the schools. The item was a closed ended with options including committee of games department, principal and games master, the principal and games department, and staff in general. The collected data was analyzed descriptively using frequencies and percentages and presented using table 1.

Table 1: Who plans for co-curricular activities

		Frequency	Percent
Valid	A committee of Games Department	65	29.8
	The principal and the games master	81	37.2
	The principal, games department and the support staff	72	32.6
	Total	218	100.0

Table 1 shows that majority of the respondents 81(37.2%) indicated that the co-curricular were planned by the principal and the games master. Two portions also indicated that the committees and principal and support of the staff were responsible for planning of the school co-curricular activities at 29.8% and 32.6% respectively.

In a different approach to answering the second research question, the study used a Likert scale where a number of identified items were ranked from strongly disagree to strongly agree. The teachers were required to score the level of agreement with the statements. The collected data was analyzed and presented using Table 2.

Table 2: Management of school planning strategies on the performance of co-curricular activities

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Budgets always approved	F	30	50	55	53	30
	%	13.8	22.9	25.2	24.3	13.8
Team members and managers always arrive at the venues of events on time	F	35	48	53	48	34
	%	16.1	22	24.3	22	15.6
My students are always present for training	F	34	55	51	39	39
	%	15.6	25.2	23.4	17.9	17.9
Team members and the managers participate in planning	F	47	46	52	46	27
	%	21.6	21.1	23.9	21.1	12.4
My school reschedules other activities to fit in co-curricular activities	F	35	53	51	45	34
	%	16.1	24.3	23.4	20.6	15.6

Table 2 shows that majority of the teachers 55(25.2%) were neutral with the statement that “budget always approved”. However, a close portion of the teachers 53(24.3%), indicated that they agreed with the statement. The findings imply that the approval of the budget is not always positive for the school management. There is varied level of agreement with the statement which also depicts equal portion of the teachers 30(13.8%) both strongly agree and strongly disagreed with the statement.

Similarly, majority of the teachers 53(24.3%) were neutral with the statement “Team members and managers always arrive at the venues of events on time”. The teachers also indicated that equal portions of them scored equal responses on the statement between agree and disagree at 48(22%). The table also shows that majority of the teachers 55(25.3%) disagreed that “My students are always present for training”. The findings imply that the schools were not keen on observing students’ presence in trainings. The schools

considered the training in given co-curricular activities as optional and personal choices rather than compulsory affair for the students.

Table 2 also shows that majority of the teachers, 52(23.9%), rated the statement “Team members and the managers participate in planning” as neutral in agreement. Another significant portion of the teachers, 47(21.6%), indicated that they strongly disagreed with the statement. However, some 27(12.4%) of the teachers strongly agreed that “Team members and the managers participate in planning”.

The table finally shows that majority of the teachers, 53(24.3%), disagreed that “My school reschedules other activities to fit in co-curricular activities”. This is followed by another portion of the teachers, 51(21.4%), who were neutral about the statement. However, a smaller number of the teachers, 34(15.6%), strongly agreed with the statement.

The study further investigated the influence of management of school leadership on performance of co-curricular activities among secondary schools in Malindi subcounty. The study entailed teacher questionnaire with a closed-ended item on types of

leadership used in the various schools with options of autocratic, Laissez-faire and authoritative. The collected data was analyzed using descriptive statistics and presented using Table 3.

Table 3: Types of Leadership

	Frequency	Percent
Autocratic	78	35.8
Laissez-faire	75	34.4
Authoritative	65	29.8
Total	218	100.0

Table 3 shows that majority of the teacher, 78(35.8%) indicated that their school principals used autocratic type of leadership. Another portion of the teachers, 75(34.4%), indicated the use of Laissez-faire type while the fewest, 65(29.8%), indicated the authoritative method of leadership being common in their schools.

In a different approach to the research question on school leadership and performance in co-curricular activities, the study employed a Likert scale ranking where teachers were required to indicate the level of agreement with identified statements. The collected data was analyzed, and the results presented using table 4.

Table 4: School leadership and performance in co-curricular activities

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Principal ensures that all teams have adequate equipment	F	40	48	47	44	37
	%	18.3	22	21.6	20.2	17
Always rewarded by the school whenever my team wins	F	46	37	50	46	39
	%	21.1	17	22.9	21.1	17.9
I mobilize locally available equipment for training	F	41	53	52	47	25
	%	18.8	24.3	23.9	21.6	11.5
Principal sponsors teachers to train as coaches	F	42	54	53	37	32
	%	19.3	24.8	24.3	17	14.7
I'm always present at the venues of training co-curricular activities	F	61	45	52	31	29
	%	28	20.6	23.9	14.2	13.3

Table 4 shows that majority of the teachers, 48(22%), disagreed that the “Principal ensures that all teams have adequate equipment”. Another significant portion of the teachers, 47(20.2%), were neutral with the statement. However, 37(17%) of the teachers strongly agreed that the principals ensured that all teams had adequate equipment.

The table also shows that majority of the teachers, 50(22.9%), were neutral with the statement “Always rewarded by the school whenever my team wins”. Only a few of the teachers, 39(17.9%), strongly agreed with the statement. Majority of the teachers disagreed with the statement “Mobilize locally available equipment for training” at 24.3% and “Principal sponsors teachers to train as coaches” at 24.8% while majority 61 (28%) strongly disagreed with the statement “I'm always present at the venues of training co-curricular activities”. The findings imply that there were skewed

indications of the principals having supported the co-curricular activities in their respective schools. The picture is that the principals gave little support to the learners and teachers in participating in co-curricular activities.

The findings are consistent with the interview results with the subcounty directors of education. One noted.

It is the responsibility of the appointed teachers to take it up with their principals in supporting co-curricular activities in schools. Principals have many tasks to perform and may not necessarily follow up with the appointed teachers to know when they report at the venues of the activities. Thus, the goodwill of the teachers

responsible for any given co-curricular activity is important [KI 01]

Discussion

The study found that majority of the teachers, 53(24.3%), disagreed that “My school reschedules other activities to fit in co-curricular activities”. The findings are corroborated by the existing literature, which points out the impotence of school planning in success of all school activities. Nakpodia (2006) points out that planning of activities or events is the core pillar without which success hardly comes by. Other scholars have argued for early planning as lateness of trainers in learning activities creating hindrance to performance of schools in co-curricular activities in secondary schools (Lauby, 2009). For Winston (2008), planning helps in provision of sufficient facilities, supplies and equipment, thus making operation of co-curricular activities possible.

In other work, Kremer (2005) points out that lateness affects a school’s performance, in fact, it is responsible for creating learning differences among individual learners. Lateness does not deserve that much attention as deterrence to an improved performance (Kremer, 2005). In support of the same sentiments, Ehrenberg (1991) argues that lateness alone in the learning process, becomes inadequate to be a passable deterrence and this relates to planning needed in co-curricular activities. Compared to Chaudhury’s (2004) work, planning is a tool for reducing a teacher’s work.

Other scholars like Das (2016) argue that planning in educational institutions is a baseline for avoiding lateness that may deny the value of a school activity such as the co-curricular in secondary schools in Malindi subcounty. In Zambia, preparations in school activities including the health check of the learners were found to be significant in ensuring effectiveness in school activities (Henrick, 2016). This is strongly supported by existing evidence that shows that such countries have been hard hit with epidemics such as HIV/AIDS.

Majority of the respondents, 81(37.2%) indicated that the co-curricular were planned by the principal and the games master. This implies that planning for co-curricular activities around the schools in Malindi subcounty are spread across the school fraternity and not just principal issue or concern, planning is key in delivering a task where every staff is involved. The strategic management aspects call for collaborations among the stakeholders, which is depicted in the findings.

This implies that despite the more frequent use of the autocratic leadership, the use of other leadership styles was evident in the public secondary schools in Malindi subcounty. The study findings imply that the use of various leadership styles is famous in schools and no

particular style is more biased. The most famous method which is autocratic in a style associated with calling in for corporation among the stakeholders.

The study findings reflect existing literature which points out that leadership may require competitiveness, which creates a bigger pool of highly skilled workforce. As such, the school leadership brings about committed teachers (Cheng, 2007). Greenberg (1993) argues that the school managers’ role is to influence another individual towards goal setting and achievement without force or coercion. Other researchers like Leipzig (2004) opine that a working relationship among teachers calls for a principal who has acquired status through active involvement and demonstration of his/her ability for carrying group tasks to completion. Similarly, Winston (2008) states that one of the changes that hinder fruitful outcomes out of Co-curricular activities is inadequate provision of facilities, equipment and supplies. On the other hand, Gressard (1999) observed that most of the institutions have the needed facilities except for athletics. It is imperative that a good leader can do the job better by using and mobilizing local resources and materials (Pascare, 1991).

5. Conclusion and Recommendations

The study found that to a great extent, management of school planning strategies influence performance in co-curricular activities in secondary schools in Malindi Sub County. As a strategy for many schools, the co-curricular were planned by the principal and the games master. The study also concluded that there were several ways in which the management of school leadership influence performance in co-curricular activities in Secondary Schools in Malindi Sub County. Majority of the teachers agreed that their school principals used autocratic type of leadership which was more of cooperative for stakeholders. This was significant in building the ground for competitiveness in co-curricular activities in secondary schools in Malindi subcounty.

From the study findings, the following recommendations are made:

1. The ministry of education considers providing training on effective strategies for school principals in planning of school activities. As such, the planning will buy in the co-curricular part which will benefit the students through participation.
2. Principals should consider various leadership styles they use in management of their schools to check on its influence of performance of the co-curricular activities in Secondary Schools in Malindi Sub County. As such the principals may adopt the most favorable leadership styles that the popular among the stakeholders and more specifically, the teachers who conduct co-curricular activities.

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