

PERCEIVED MANAGEMENT OF LEARNING FACILITIES AND ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

This study sought to find out supposed management of learning facilities and academic performance in English language among secondary school students in secondary schools in Anambra state, Nigeria. Four research questions and one null hypothesis guided the study. Ex-post-facto research design was adopted. The sample of the study comprised 258 respondents which consisted of the entire public school principals in the six education zones of Anambra state. The study used an interview schedule and a questionnaire titled Perception of Principals on the Management of Learning Facilities in Schools (PPMLFS). Frequency distribution, mean percentages and pooled mean were used to answer the research questions, while Chi-square statistics was used to test the null hypothesis at 0.05 level of significance. The study revealed among others that learning facilities lacked adequate utilization, maintenance, inspection and management during the period under study. On the strength of the findings, it was recommended among others that there should be different forms of learning programmes such as seminars and workshops in which adequate knowledge on utilization and maintenance of learning facilities would be acquired as this will assist users in putting the facilities into effective usage. Experts in the use of a particular facility can be invited to teach others.

Keywords: perception, academic performance, management and learning facilities

INTRODUCTION:

Schools and colleges have no worth without students. Students are the most essential asset for any educational institute (Ikegbusi, 2012). The social and economic development of any country is directly linked with students' academic performance of that country (Roberts & Sampson, 2011). According to Ali and Jusoff (2014) and Ikegbusi and Iheanacho (2016), the students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leaders and manpower for the country, thus responsible for the country's economic and social development.

The academic performance of secondary school students in examinations generally, and Senior School Certificate Examination (SSCE), General Certificate of Education (GCE), National Examination Council (NECO), and Basic Education Certificate Examination (BECE) in particular do not appear to be as good as they are expected to be as shown in the analysis and statistics of school records (Igbinedion & Omodolor, 2016). They added that many students are below credit levels and that this has given rise to uncomplimentary remarks from parents, guardians and other stakeholders on the academic performance of secondary school students especially in English language. Okoye (2014), observes that the performance of secondary school students in Senior School Certificate Examination and National Examination Commission in Nigeria is not all that impressive. Often students find it difficult to enter into higher institutions due to the fact that they do not have credits in English language, which is one of the core subjects, which every student must pass at credit levels or above, but many students score ordinary pass or even fail it. This situation has resulted in frustration to the concerned students and their parents in addition to making the school system inefficient. Although, according to Hijazi (2015) and Niebuhr (2015), academic performance is a function of many variables which include facilities provided, housing environment, parents motivation, quality of teachers, school climate as well as students' Intelligence Quotient (IQ), all of which do influence, singly and collectively the students' academic performance. Management of learning facilities play vital roles in students' academic performance.

According to Clabaugh & Rozyeki (2014), intelligence is not the only determinant of academic performance and achievement of a student. Academic performance and achievement of a student are always associated with many components of learning environment. Bosque & Dore (2015), posits that teaching and learning environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities within which learning happens. Based on Sandberg (2015), the definition of the functions of a learning environment can be quoted as 'teacher component's role' in providing a safe and conducive environment for students, foster participation in local and global communities and provide guidance and direct instruction. It can be a human agent (present or distant), an intelligent agent, and instructions like some text books. This information provides information from the syllabus to the task level."

Thenmozli (2015), sees management as the utilization, inspection, and maintenance of learning facilities to reach the desired aims and objectives. It encompasses managerial activities like planning, organising, staffing, directing and controlling. He stresses further that for management to be effective, it must seek to produce the required or targeted results. It consists of interlocking functions of creating corporate policy and organising, planning, controlling, and directing an organization's resources in order to achieve the objectives of that policy (Gulshan, 2015). He explains further that management has the following three characteristics:

1. It is a process or series of continuing and related activities.
2. It involves and concentrates on reaching organisational goals.
3. It reaches these goals by working with and through people and other organisational resources.

Learning facilities according to Ognor & Sanni (2001) is non-human and non-financial resources. They also include movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, schools' plant and school facilities. Olagboye (2004), states that learning facilities consists of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. In another dimension, Ojedele (2004), identifies three components of facilities. These are school infrastructure, such as buildings and playgrounds, instructional facilities (teaching-learning materials, equipment and furniture) and school physical environment.

Secondary education which serves as a link between primary and tertiary level is vital to national development. Management of learning facilities at this level is very essential to achievement of educational objectives (Ikegbusi, Chigbo-Okeke & Modebelu, 2016).

Firstly, application of appropriate management techniques would assist in taking care of all available facilities.

In other words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management, would receive attention from school administration and inspectors. Also, school learning facilities which are well managed are likely to be durable. This will save the loss of replacement within a short period of procurement (Adeboyeje, 2000). In addition, there would be safety from danger, disaster and theft when facilities are well managed, certain facilities especially the ones in the laboratories and studios, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions (Aigboje, 2007).

Ojedele (2004), is of the opinion that management of learning facilities depend on the location, age easy accessibility. Besides, he argues that there are structures which are more or less permanent and built for specific programmes. Problems arise when it becomes difficult to adapt to change in population size as well as new school programmes. Adeboyeje (2000), opines that if enough facilities made available to schools are carefully managed, utilized, maintained and inspected, the school environment would be another world from the community, where unwanted influences will not be easily cherished. He says further that generally, no meaningful educational programme can be implemented without adequate schools learning facilities management. Ojedele (2004), advises that principals of secondary schools should ensure adequate utilization, management and maintenance of learning facilities to prevent loss of time, space, money and encourage their use of enhanced academic performance.

This study is underscored by the seemingly inability of the secondary school managers to carry out adequate utilization, inspection and maintenance of secondary school learning facilities which has negative consequences for the realization of secondary school educational objectives. An ideal secondary school administrator (principal) will be able to exploit his environment, hitch the available resources and extemporise the unavailable ones to make sure that school learning facilities are well utilized, inspected and maintained (Niebuhr, 2015). He says further that this will go a long way to ensure high students learning outcome, high moral standard and sound discipline which will in turn positively influence the academic performance (Olagboye, 2004). In view of the above, the researcher is interested in investigating management (utilization, inspection and maintenance) of learning facilities in the six education zones of Anambra state, and the perceived effect on the academic performance in English language among secondary students in Anambra state. This study is therefore motivated by the need to access how adequate classrooms, libraries, studios and staffrooms are utilized, inspected, and maintained and the perceived effect on academic performance of secondary school students in English language in Anambra state, Nigeria.

RESEARCH QUESTIONS:

The following research questions guided the study.

1. How adequate are classrooms, libraries, studios and staffrooms utilized in secondary schools in Anambra state?
2. How adequate are classrooms, libraries, studios and staff rooms inspected in secondary schools in Anambra state?
3. How adequate are classrooms, libraries, studios and staffrooms maintained in secondary schools in Anambra state?
4. How does the management of learning facilities affect the academic performance of students in English language in secondary schools in Anambra state?

HYPOTHESIS:

The following null hypothesis was tested at 0.05 level of significance.

1. Management of learning facilities has no significant effect on the academic performance of secondary school students in English language in secondary schools in Anambra state, Nigeria.

METHOD:

The Ex-post-facto survey research design was adopted in this study. According to Nwankwo (2013), Ex-post-facto survey research design is one which attempts to explore cause and effect relationship, where causes already exist and cannot be manipulated. It uses what already exists and looks backward to explain why. The design was therefore appropriate for the study because it tries to find out the supposed management of learning facilities and their outcome on academic performance in English language among secondary school students in

Anambra state. The study area had six education zones and a total of 258 public secondary schools and 258 principals, as provided by the Post Primary Schools Service Commission (PPSSC) Awka in August, 2015. The entire population of 258 principals in the area of the study was used in the study.

Interview and a researcher developed questionnaire titled Perception of Principals in the Management of Learning Facilities in Schools (PPMLFS) served as the instrument for the study. The construction of the questionnaire was guided by the research questions, which consisted of two sections. Section A sought information on the background information of the respondents, while section B sought information on the perception of the principals on the management of learning facilities in the public secondary schools in Anambra state. The questionnaire is a 4-point rating scale of Always (4 points), Often (3 points), Sometimes (2 points) and Rarely (1 point). The instrument was face validated by experts in Measurement and Evaluation in the Faculty of Education, Nnamdi Azikiwe University, Awka-Nigeria and Educational Foundations at Michael Okpara University of Agriculture, Umudike-Nigeria.

The reliability of the instrument using a test re-test technique was ascertained. The reliability coefficient of the two tests were computed using Pearson Product Moment Correlation Coefficient of 0.81 which was considered adequate for the study. The instrument was administered by hand to the respondents by the researcher and three research assistants. The frequency distribution, mean percentages and pooled means were used to analyse each of the research questions, while the Chi-square statistics was used to test the null hypothesis at 0.05 level of significance. Decision range = Pooled mean of 2.50 and above = positive, then below 2.50 = negative.

PRESENTATION AND ANALYSIS OF DATA:

From the data collected, the following results are presented.

Table 1: Mean ratings of principals’ response on the utilization of learning facilities (2012-2014)

Learning facilities	Year	A (4)		O(3)		S (2)		R (1)		Σx x		POOLED Mean n
		N	%	N	%	N	%	N	%	N	%	
Classrooms	2012	5	2	190	65	101	1	7	3	779	64	2.63
	2013			197		94		37		786		
	2014			195		90		08		788		
Libraries	2012	2	7	59	9	191	8	36	4	643	6	2.12
	2013			50		180		58		608		
	2014			75		190		37		644		
Studio	2012	25	4	119	40	119	8.5	36	12.4	727	43	2.43
	2013			123		120		35		724		
	2014			118		115		40		724		
Staffrooms	2012		7	247	82.2	24	7	19	7	840	4	2.84
	2013			250		21		19		843		
	2014			245		29		14		847		

Table 1 shows that the pooled mean for the utilization of classrooms for 2012 to 2014 is 2.63 which is positive, which means that classrooms were adequately utilized during the period under study. Also, the pooled mean of principals on the utilization of libraries is 2.12 which is negative, which indicates that libraries were not effectively utilized. On the other hand, the pooled mean of the principals’ response on the utilization of studios is 2.43, which indicates that studios were not adequately utilized. More so, the pooled mean for the utilization of staffrooms is 2.83, which is positive and shows that staffrooms were effectively utilized in Anambra state secondary schools during the period under study.

Table 2: Mean ratings of principals’ response on the inspection of learning facilities (2012-2014)

Learning facilities	Year	A (4)		O(3)		S (2)		R (1)		Σx x		POOLED Mean n
		N	%	N	%	N	%	N	%	N	%	
Classrooms	2012	3	4	8	28	15	51	48	16	655	2.20	2.20
	2013			4	28.5	2	51	48	16	659	2.21	
	2014				28.2		51.7	48	16	656	2.20	

Learning facilities	Year	A (4)		O(3)		S (2)		R (1)		Σx x		POOLED Mean
Libraries	2012	14	7		11.7	2	15.1	203	68	458	2.22	1.52
	2013				12.7		13.4	208	69.8	452	2.21	
	2014				12.1		14.1	196	65.8	444	2.20	
Studio	2012	9	3	9	16	5	48	99	33.2	651	1.88	88
	2013				15.8		48.7	99	33.2	558	1.87	
	2014				16.4		47	100	33.6	563	1.89	
Staffrooms	2012	0	4	5	28	50	52	48	16	655	2.20	9
	2013				28.5		50.3	50	16.7	645	2.16	
	2014				28.2		51.7	47	15.8	659	2.21	

In table 2, the pooled mean of 2.20, 1.52, 1.88 and 2.19 were inadequate for the inspection of classrooms, libraries, studios and staffrooms respectively between 2012 and 2014 academic years in secondary schools in Anambra state.

Table 3: Mean ratings of principals on the maintenance of learning facilities (2012-2014)

Learning facilities	Year	A (4)		O(3)		S (2)		R (1)		Σx x		POOLED Mean
		N	%	N	%	N	%	N	%	N	%	
Classrooms		6	8.4	7	32.9	149	50	26	8.7	718	2.41	2.40
	2013		8.1		33.2	148	49.7	27	9.1	716	2.40	
	2014		8.7		32.8	145	48.7	30	10.1	715	2.40	
Libraries	2012		16.1		10.4	171	57.4	48	16.1	675	2.27	2.27
	2013		16.1		10.1	172	57.7	48	16.1	674	2.26	
	2014		16.1		10.1	173	58.1	48	16.1	676	2.27	
Studio	2012		12.1		20.5	162	54.4	39	13.1	690	2.31	2.31
	2013		12.8		20.1	161	54.0	39	13.1	693	2.32	
	2014		12.8		18.5	165	55.4	40	13.4	687	2.30	
Staffrooms	2012	40	13.4		20.5	162	54.4	35	11.7	702	2.35	2.35
	2013	42	14.1		20.5	161	54.0	35	11.7	705	2.31	
	2014	43	14.4		9.8	158	53.0	38	12.8	703	2.35	

In table 3, it was observed that the pooled mean of the response of the principals on the maintenance of classrooms for the three years is 2.40, this shows that classrooms were inadequately maintained during the period under study. Again, the pooled mean of principals' responses on the maintenance of libraries is 2.27, which is negative, this shows that libraries were also inadequately maintained. More so, on the maintenance of the studios, the pooled mean is 2.31, which is negative, this indicates that studios were inadequately maintained. Furthermore, for the staffrooms, the pooled mean is 2.35, which implies that staffrooms lacked adequate maintenance in secondary schools in Anambra state during the period under study.

Table4: Mean ratings of principals on the management of learning facilities and academic performance in English language

Learning Facilities	Year	Pooled Mean for Mgt.	Subj.	No of cand. Regd.	AI – C6	%
Classrooms, Libraries, Studios, Staffrooms	2012	2.32	Eng. Lang.	6081	3953	48
Classrooms, Libraries, Studios, Staffrooms	2013	2.29	Eng. Lang.	6726	4243	47
Classrooms, Libraries, Studios, Staffrooms	2014	2.31	Eng. Lang.	5352	3358	41

The results in table 4 show that the pooled mean responses of the principals on management of learning facilities in 2012 is 2.32. In that same year, six thousand and eighty one candidates registered for English

language in the National Examination Council (NECO) and only three thousand, nine hundred and fifty-three, which is 48% passed in A1 – C6 grades. These are the bench mark for good academic performance. This designates that management of learning facilities negatively affected the academic performance of students in English language in 2012 academic session.

On the other hand, in 2013, the pooled mean of the responses of the principals on the management of learning facilities is 2.29 with six thousand, seven hundred and twenty-six candidates who took English language in NECO. Four thousand, two hundred and forty-three (4,243) students made A1 – C6 grade passes, which is 47%. This indicates that management of learning facilities had influence on the academic performance of secondary school students in English language in Anambra state during the period under study. Again, in 2014, the table shows a pooled mean of 2.31 on the management of learning facilities which is 45%. On the academic performance of English language, five thousand, three hundred and fifty-two (5,352) students who registered for English language in NECO, three thousand, three hundred and fifty-eight (3,358) students made A1 – C6 grade passes, which is 41%. This indicates that management of learning facilities had great influence on the academic performance of students in English language during the period under study. Generally, management of learning facilities had influence on the academic performance of secondary school students in English language in 2012, 2013 and 2014 academic years in Anambra state, Nigeria.

TESTING THE NULL HYPOTHESIS:

Table 5: Chi-square analysis on the effect of management of learning facilities on academic performance of students in English language.

Category of Schl.	Not of Schls	Perf. in Eng. 2012 – 2014					
		A1 – C6	P7 – P8	F9	Total	Xz cal	Xz
Adequately Managed	102	4824 ¹ (4093)	1013 ¹ (1532)	493 ¹ (705)	63303	-748.5	5.99
Inadequately Managed	156	32751(4006)	20181(1499)	901 ¹ (689)	61943		
Total	258	80992	30312	13942	125246		

In table 5, the results show that out of 63,303 students who took English language in 102 secondary schools with adequately managed learning facilities in Anambra state, 48,241 passed in grades ranging between A1 – C6 in 2012 – 2014 academic years, 10,131 students passed in grades between P7 – P8, while 4,931 students failed in grade F9 in the same academic years. In the same vein, a total of 61,943 students who took English language in 156 secondary schools with inadequately managed learning facilities in Anambra state, 32,751 passed in grades ranging between A1 – C6, 20,181 passed in grades ranging between P7 – P8, while 9,011 students failed in grade F9. The results also show that Chi-square cal. is 748.5, while the Chi-square tab. Is 5.99. Since X2 cal. Is greater than X2 tab. At 0.05 level of significance, the null hypothesis is rejected. This illustrates that management of learning facilities has significant effect on academic performance of secondary school students in English language in Anambra state, Nigeria during the period under study.

DISCUSSION OF RESULTS:

It has been revealed that classrooms were adequately utilized during the period under study with a pooled mean of 2.63. The above finding agrees with Hijazi (2015), who found that students’ academic performance depends on how well the classrooms are utilized; that all the classrooms are effectively occupied every period in the school day. On the utilization of the school libraries, with a pooled mean of 2.12, this shows that libraries were not adequately utilized. The findings disagree with Ali & Jusoff (2014), who found out that students who make effective use of libraries perform better at school than those who do not. The studios were not adequately utilized in Anambra state secondary schools with a pooled mean of 2.43. This findings agree with that of Aigboje (2007), who found out that studios for teaching languages were not well utilized in schools because of inadequate provision of facilities. Again, with the pooled mean of 2.83 on the utilization of staffrooms, it shows that staffrooms were sufficiently made use of. This also agrees with the findings of Ali and Jusoff (2014) that secondary schools in Canada made effective use of their staffrooms during school hours, that all teachers stay in the staffrooms to mark and record students’ works.

Moreover, results in table 2 reveal that learning facilities in Anambra state secondary were not adequately inspected during the years under study with the pooled means of 2.20, 1.52, 1.88 and 2.19. This was supported by Ognor & Sanni (2001), when they found that the majority of learning facilities in Nigerian secondary schools are mere blocks without required equipment and lacked proper inspection and supervision.

Finally, study indicates that learning facilities were inadequately maintained in Anambra state secondary schools during the period under study with the pooled means of 2.40, 2.27, 2.31 and 2.35. Ojedele (2004) supported this when he found out that learning facilities are poorly and inadequately maintained in Nigerian secondary schools and that the facilities have become very old and worn-out due to lack of maintenance.

In testing the null hypothesis, on the effect of management of learning facilities on academic performance of students in English language. Results of the findings indicate that Chi-square calculated was 748.5, while the Chi-square tabulated was 5.99, since the X^2 calculated is greater than X^2 tabulated at 0.05 level of significance, the null hypothesis is rejected. This shows that academic performance of students in English language is higher in secondary schools where learning facilities were adequately managed.

CONCLUSION:

From the findings, it was concluded that generally, learning facilities in Anambra state secondary schools were not adequately utilized, inspected, maintained and managed during the period under study. It is also concluded that the perceived academic performance resulting from the management of learning facilities as found on the students' NECO examination result in English language was generally poor.

RECOMMENDATIONS:

Effective management of learning facilities is vital to the achievement of academic performance in students. Therefore, the following recommendations are worthy of note.

1. There should be different forms of training programmes such as seminars and workshops in which adequate knowledge on utilization and maintenance of learning facilities would be acquired. This will assist users in putting the facilities into effective usage. Experts in the use of a particular facility can be invited to teach others.
2. Teachers, students and members of school community should develop positive attitude towards the use of facilities. Enlightenment could be organised for the stakeholders on proper management of learning facilities. This could necessitate organising an enlightenment programme for them.
3. Anambra state government should ensure that the principals and supervisors from PPSSC and state Ministry of Education carry out effective inspection of secondary schools to make sure that learning facilities are adequate, well utilized, maintained and managed. This will generally help to improve academic performance of students.
4. A holistic approach to facility management should be adopted. This is to ensure that provision, utilization, maintenance, inspection and improvement efforts on learning facilities are adequately given attention in the management process.

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