

The Effect of Age on the Management Strategies Used by College Principals (Public Sector), Punjab Province, Pakistan

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Abstract

Pakistan education system is the modified form of colonial education system in Sub-Continent. College principals have the central role in the betterment of their institutions. They are using different management strategies to overcome the problems vigilantly. This study focuses on the effect of age on use of five management strategies used by college principals (public sector), Punjab, Pakistan. The objectives of the study are fulfilled. This research is quantitative and survey type in its nature. A questionnaire (PMSQ) was developed on Likert five point scale. The validity and reliability of the questionnaire was found through pilot study. The data was collected from the representative sample of accessible population through personal visits, friends and postal services. Data Analysis is performed with the help of SPSS-18. The results are elaborated against each objective of the study.

Keywords: *Principal, demographic variable, management strategies, public sector*

1. Introduction

Pakistan inherited the system of education which the British had introduced in the Sub-Continent to produce limited manpower for the low grade jobs and only minimally for the higher cadres of employment. The basic character of this system was non-technical and non-professional with an emphasis on the study of humanities, although with the passage of time it did train a limited number of people in scientific and other professions. Colleges have vital role in character building of the students. They are providing educated manpower to build up the society. In this regard, the success of public institutions (colleges) is based on effective use of management by the principals. Gupta (1987) argued, Educational administrator has to perform two basic functions in a college. Firstly, he is the principal of the college, and secondly, he has to attain the instant objectives of the organization and also to contrive the long-range development and growth of the institution (p.2). Academy of Educational Planning and Management [AEPAM], (1994) found that It has been rightly said that principal is known as ‘Leader of Thought’ in the college whose job is to activate human minds and instruct on such healthy lines that may help to accomplish the national goals (p.33). The ultimate success of college management depends upon the ways as an administrator approaches his/ her job. The management strategies are necessary to run college system effectively and to impart knowledge and better attitude among the students. The main point of view of this research paper is to highlight the some management strategies used by the principals during their jobs. The results of this research will guide the principals to

improve their usability level of different interacted management strategies on acquiring the leadership qualities among the students.

1.1 Objectives of the Study

The main objective of this study is to visualize the management strategies used by college principals. The specific objectives include the following:

- To investigate the most adopted and least adopted management strategy used by college principals in public sector
- To examine the effect of age on management strategies used by college principals in public sector
- To find out relationship among five management strategies with one another used by college principals in public sector

1.2 Hypotheses

Babbie (2014) has defined the hypothesis as; “A specified testable expectation about empirical reality that follows from a more general proposition: more generally an expectation about the nature of things derived from the theory. It is a statement of something that ought to be observed in the real world if the theory is correct” (p.45).

These hypotheses are included in this study.

- There is no difference in the adoption of management strategies used by college principals in public sector
- There is no difference of the effect of age on management strategies used by college principals in public sector
- There is no difference among the relationship of five management strategies with one another used by college principals in public sector

1.3 Purpose of the Study

In education system of college-based management, the principals often have to play a key role in the effective and efficient functioning of the colleges. The workload of college principals is becoming more and more unmanageable, and many principals lack the time for and an understanding of their leadership task (Caldwell, 2002:9).The principals use different management strategies to cope the uneven situations. Hence, the purpose of this study is visualizing the use of management strategies by the college principals. In this way, the management strategies join a thorough way to deal with arranging and actualizing future teaching and learning exercises to enhance systematic evaluation, growth and effectiveness.

1.4 Delimitation of the Study

All male and female principals who are performing their duties in post-graduate and degree colleges (public) in Punjab province are included in this study.

2. Review of Related Literature

Robbins and Coulter (1999) has expressed, management is the process of coordinating and interpreting work functions up to the assigned targets efficiently and effectively with and through other people. "Education" and "Management" are distinct and complex concepts. The management of educational institutions means that formulating realistic targets and making feasible plans to fulfill them. These plans base on setting objectives, allocating resources and drawing results in the light of their evaluation process (Thomas, 1996). Hence, Pedler et al. (1986) had said, the successful educational managers should have following attributes:

command on basic facts,(b) continuing sensitivity to events,(c) analytical, problem-solving, decision/judgment-making skills, (d) relevant professional knowledge,(e) proactively inclination to respond purposefully to events, (f) social skills and abilities, (g) emotional resilience,(h) mental agility, (i) creativity and self-knowledge.

A strategy is a plan of action which is fabricated to achieve a particular goal. It is used to make the problem easier to understand up to the solution. Jones et al. (1998) has interpreted the strategy; it is about choice, which affects the results. The nature of the adopted strategy and its implementation arises from the combination of organizational structure, the types of available resources and environment under which the objectives are being pursued.

UN Food and Agriculture (2002) has explained the management strategy, it is the collective form of all management measures, choice to accomplish the ecological, social, economic and biological objectives. Guy (1994) explained the concept; it is a guideline for the policy makers to formulate a process for enhancing the management capacity.

2.1 Time Management Strategies

According to Selfvolution (2007), "Time management is the strategy or method employed by using techniques and tools to schedule and use up time in the most effective way possible, so as to generate the maximum value for every second spent"(p.1). According to Hager (2006), the following is a list of the five worst mistakes, people make with their time:

(a) Spending time on concerns that are not chosen priorities, (b) Under- estimating the time tasks actually take,(c) Allowing too many interruptions (d) Saying "yes" too often,(e) Not getting help.

Tracy (2004) stated that people are surrounded by others and circumstances that waste time and undermine effectiveness all day long. The only way to combat this is to practice rigorous self-discipline to steer and clear from these time thieves (p.139).This is especially true for the principals who have to design vision and mission for their institutions. They have to launch different efforts to meet pre-determined targets with in prescribed time schedule. Buck (2003) stated principals need to be willing to experiment with new strategies to assist them with maximizing their time focusing on the roots of success in education; i.e., teaching and learning.

Time and Tide wait for none. Time is moving on continuously with a constant pace. It is an irreversible process. So, it is crucial for us to identify our targets. Wilkinson (1971) asserted that time is something to be invested not spent. The key point of time management is the management of oneself. Therefore, time management by a person can be analyzed through viewing his external events (family, meetings etc.) and his internal events (telephone, chatting, and watching television). Once principals learn to organize their priorities and deal with those less important time consuming issues more effectively, they will be able to run their colleges in a more efficient way (Fitzgerald, 1996).

2.2 Staff Development Management Strategies

The Victoria University of Wellington defined the Staff Development in her Staff Development Policy (2008) as; “It refers to the range of activities that improve individual staff skills and knowledge in ways that improve their ability to undertake their job and which increase job satisfaction, performance and staff retention” (p.1). Rashid (1985) narrated; Staff development is a logical effort to create a balance among individuals’ interests and wishes, and their carefully evaluative demands for enhancing their careers with coming next demands of the organization in which they work (p.2). Rashid, M (1985) has explained the area of staff development for effective teaching in three domains:

2.2.1 Faculty Development. Pay attention on knowledge, feelings, and teaching strategies of faculty members, in spite of the courses they teach.

2.2.2 Organizational Development. Focuses on the alteration of the structure, policies and organizational environment in which instruction can be fulfilled.

2.2.3 Instructional Development. Pay attention on the systematic design, growth, implementation and evaluation of instructional materials, lessons, courses and curricula. Faculty development programs “focus on the training, development, and revitalization of faculty. They are often comprehensive in that they include orientation of teaching skills training, recognition programs, career development programs, and pre-retirement training programs” (Burnstad, 1994, p.388).

In general, it is observed that a number of strategies such as college meetings, seminars, workshops, refresher courses, conferences, supervision and peer coaching, reflective logs, action research and study groups can be used for the development of staff members

2.3 Conflict Management Strategies

Deutsch (1973) defined, “Conflict exists whenever incompatible activities occur an action which is incompatible with another action prevents, obstructs, interferes with, injures, or in some way makes it less likely or less effective” (p.156). Bourdieu (1992) and Lyotard (1987) has considered the conflict as constructive and as incorporate a positive potential in society.

Chris MacDonald et al. (2002) described the conflict of interest, “It is a situation in which a person has a private or personal interest of sufficient to appear to influence the objective exercise of his or her official duties as, say, a public official, an employee, or a professional” (p.68). Coser (1956) viewed conflict as “natural and necessary for the development of a free society”. He

has defined that “conflict is a struggle over values and claims to scarce status, power and resources, in which the aims of the opponents are to neutralize, injure or eliminate their rivals” (p.31).

Bradshaw (2006) has defined conflict as; “a communication process between a number of individuals or groups, intended, through a process of give and take, or creative problem-solving, to arrive at a mutually acceptable agreement”(p.23) .

Bloomfield and Reilly (1998) have defined conflict management as, conflict management is the positive and constructive handling of difference and divergence. Rather than advocating methods for removing conflict, [it] addresses the more realistic question of managing conflict: how to deal with it in a constructive way, how to bring opposing sides together in a cooperative process, how to design a practical, achievable, cooperative system for the constructive management of difference (p.18).

2.4 Classroom Management Strategies

According to Edwards (2004), the attainment of ‘Classroom Management’ can be proved to prevent discipline problems (p.373).The social interactions between teachers and students minimize the disruptions. So, in this way, classroom management supports to develop safe school environment. This situation encourages the creativity, tolerance and learning. (Wang, Haertel, & Walberg, 1993). Manning and Bucher(2007) defined, Classroom Management Strategies are designed to ensure the physical and psychological safety in the classroom; techniques for amending student misbehaviors and for teaching self-discipline; ways of assuring the events in a sequence during the school day; and instructional methods that contribute to enhance student positive behaviors (p.4).

Classroom Management Strategies can be argued in detail as;

Traditional management strategies: Spring (2005) portrayed the traditional discipline strategies, students were seated in the classrooms, followed the strict rules and orders, sustained in certain positions, paid attention on command and chased the strict desk packing practices.

Assertive management strategies: The foundation of assertive training is based on communication; it is believed that assertive discipline techniques in classrooms would allow teachers and students to exchange their ideas without violating the rights of other students (Canter & Canter, 2001).

Principal use all type of classroom management strategies to provide learning environment. Under these favorable conditions, teachers would be able to follow time table throughout the academic session. Hence, the management strategies are being used by the teachers in their classrooms, these may be influential if these are enacted consistently (Boynton & Boynton, 2005).

2.5 Resource Management Strategies

This topic explains the meaning of resource, the many kinds of resources and how to manage them in an organization. It is all about to develop a point of view to deal with any resource

situation in the colleges. A substance is known as a resource, when it must be able on having the following qualities: using, extracting, economical, worthwhile, and valuable.

Types of resources: The available resources can be managed on its type and use in a diligent way. In general, these are classified in a broader sense as;

Physical resources: Los Angeles Mission College (2007) stated, 'Physical Resources' include facilities, equipment, land, assets, and support learning programs & services to improve institutional effectiveness. The planning of the physical resources is incorporated with the planning of the institutions. New England association of schools and colleges (2008) has been explained the Physical Resources under the title of 'Non-degree postsecondary standards', Physical resources, like buildings, laboratories, playgrounds, equipment and materials are sufficient to allow the institution for the fulfillment of stated purposes and objectives in the institution. Moreover, physical resources available in the institution contribute to develop a climate in which successful learning can occur. The process of evaluation of physical resources in the institution will be supportive to ensure the allocation of physical resources for the accomplishment of an effective function (p.1).

Financial resources: Garman and Forgue (1994) stated that financial management includes budgeting, cash and credit card management, borrowing, expenditure management, tax management, risk management, income and asset protection, investments, retirement planning, and estate planning (p.2).

Environmental resources: United States Environmental Protection Agency[USEPA],(2009) has explained the healthy school environment resources with respect to 'Design, Construction and Renovation' in the following words: High performance or sustainable schools can be cited to take advantage of climatic conditions; enhance indoor environmental quality; conserve energy and make use of renewable resources; protect and conserve water; use resource-efficient materials; minimize construction waste; and optimize maintenance and operations (p.1).

Technology resources: Abraham Baldwin Agricultural College[ABAC], (2009) has defined, These resources comprise all computers, computer peripherals, and electronic data replication, storage, transmission, and manipulation devices controlled or connected to the institution's communications facilities, including departmental computers and the institution's computing network facilities accessed by anyone from anywhere (p.2).

Dr J Floor Anthoni (2001) elaborated, Resources are the materials, energies, labor and information used to run and to enhance society. By managing our resources, we hope to distribute them more equitably, prolong their use, and conserve them for future generations. Resource Management deals with the rules and considerations applicable to manage any type of resource, renewable or non-renewable (p.1).

3. Research Methodology

This research is based on quantitative in its nature. It is survey research design. Bhattacharjee (2012) has defined Survey research as, "It a research method involving the use of standardized questionnaire or interviews to collect data about people and their preferences, thoughts, and

behaviors in a systematic manner” (p.73). Gravetter and Forzano (2012) have said, “A research study that uses a survey to obtain a description of a particular group of individual”(p.599).

3.1 Population

All the principals (male and female) who are performing their duties in general education at degree colleges (public sector) under the jurisdiction of Punjab Government in Punjab, Province.

3.2 Sampling Procedure

According to Pakistan Education Statistics 2013-14, the number of degree colleges (public sector) in Punjab province, Pakistan are mentioned in table 1.3 as;

Boys Degree Colleges = 136

Girls Degree Colleges = 193

Mixed Degree Colleges = 02

A list, in order to obtain representative sample, an accurate, complete and up-to-date collective figures of post-graduate and degree colleges (public) was obtained from the office of DPI colleges, Lahore. In the list, there were ‘36’ districts of the Punjab province. It was arranged with respect to district wise and gender wise. The sample size of colleges (principals) was acquired through the technique of ‘Random Sampling’ from male and female degree colleges list differently. The researcher selected 100(73.53% of 136) male post-graduate and degree colleges and 100(51.82% of 193) female post-graduate and degree colleges (public). So, the selected sample size of degree colleges (principals) was 200.

3.3 Instrument of the Study

A questionnaire was developed by the researcher to observe management strategies used by college principals. The questionnaire is based on five management strategies and having total twenty five (25) items. These items are constructed on Likert five –point scale. Validity and reliability is calculated through pilot testing. The validity and reliability values are 0.86, 0.90 respectively of the Principals’ Management Strategies Questionnaire (PMSQ)

3.4 Method of Data Collection

The basic characteristic of using a questionnaire to gather and evaluate research materials can be elaborated by Hillway (1956) "because of the relative ease and speed that the questionnaire can be distributed to a large population, it has definite advantages in survey research, saving both time and expense" (p. 189).

The data was collected personally, with the help of friends and through postal services. After utilizing the best efforts, the overall response rate of principals’ questionnaire (male principals=52%&female principals = 43%) was 106 out of 200(53%).The eleven (male principals=5 & female principals=6) incomplete and outlier questionnaires were excluded from the study. So, ‘95’ (male=52&female=43) principals’ questionnaires were available to use them for data analysis.

4. Data Analysis

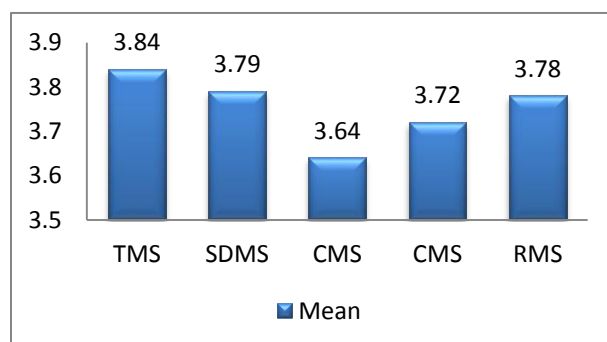
Hypothesis 1: *There is no difference in the adoption of management strategies used by college principals in public sector.*

Percentage, Mean Scores and Standard Deviation of Responses on Management Strategies used by College Principals from Public Sectors (n=95)

M S	Level of Occurrence			Mean	SD
	Never (%)	UN (%)	Mostly (%)		
TMS	5.3	15.7	79	3.84	0.73
SDMS	10.5	13.7	75.8	3.79	0.88
CMS	10.5	16.8	72.6	3.64	0.92
CMS	10.5	16.8	72.6	3.72	0.89
RMS	11.6	15.7	72.6	3.78	0.90

The table shows the use of management strategies by colleges principles of public sector. ‘Time Management Strategies’ were mostly used by 75(79 %) principals, and 15(15.7%) principals were not sure about the use of the strategy. While, only 5 (5.3%) principals never used this strategy. ‘Staff Development Management Strategies’ were mostly used by 72(75.8%) principals, and 13(13.7 %) principals were not sure about the use of the strategy. While, only 10(10.5%) principals never used this strategy. ‘Conflict Management Strategies’ were mostly used by 69(72.6%) principals, and 16(16.8 %) principals were sure about the use of the strategy. While, only 10(10.5%) principals never used this strategy. ‘Classroom Management Strategies’ were mostly used by 69(72.6%) principals, and 16(16.8%) principals were not sure about the use of the strategy. While only 10(10.5%) principals never used this strategy.

‘Resource Management Strategies’ were mostly used by 69(72.6%) principals, and 15(15.7%) principals were not sure about the use of the strategy. While only 11(11.6%) principals never used this strategy.



The bar chart shows that Time Management Strategies had the highest mean value (Mean= 3.84, SD=0.73) among all other strategies. Staff Development Management Strategies had the second

highest mean value (Mean= 3.79, SD = 0.88). The Conflict Management Strategies had the least mean value (Mean = 3.64, SD=0.92). Classroom Management Strategies have the mean value (Mean= 3.72, SD=0.89). Resource Management Strategies had the mean value (Mean= 3.78, SD=0.90).

Conclusion:

‘Time Management Strategy’ is the most adopted strategy by the college principals in the public sector. ‘Conflict Management Strategies’ and ‘Classroom Management Strategies’ have the same level of occurrence, but ‘Conflict Management Strategy’ has the least value of mean (Mean=3.64) in the table. So, it was the least adopted strategy by the college principals.

Hypothesis 2: *There is no difference of the effect of age on management strategies used by college principals in public sector.*

The Effect of Age on Management Strategies

		Sum of	df	Mean	F	Sig.
		Squares		Square		
TMS	Between	4.4	2	2.19	4.59	0.01
	Groups					
	Within	29.6	62	0.48		
	Groups					
	Total	34.0	64			
SDMS	Between	2.6	2	1.30	1.77	0.18
	Groups					
	Within	45.4	62	0.73		
	Groups					
	Total	48.0	64			
CMS	Between	1.4	2	0.69	0.76	0.47
	Groups					
	Within	56.7	62	0.91		
	Groups					
	Total	58.1	64			
CMS	Between	0.3	2	0.17	0.20	0.82
	Groups					

	Within Groups	53.6	62	0.86		
	Total	53.9	64			
RMS	Between Groups	3.9	2	1.96	2.57	0.09
	Within Groups	47.4	62	0.76		
	Total	51.3	64			

This table shows the effect of age on the use of management strategies by the college principals in public sector. There is statistically significant difference among the principals who use ‘Time Management Strategies’, the results of one way ANOVA show that at $F(2,62)=4.59$, it is significant at $\alpha=0.01$ because $\alpha < p$.

There is no statistically significant difference among the principals who use ‘Staff Development Management Strategies’, the results of one way ANOVA show that at $F(2,62)=1.77$, $p=0.18$.

There is no statistically significant difference among the principals who use ‘Conflict Management Strategies’, the results of one way ANOVA show that at $F(2,62)=0.76$, $p=0.47$.

There is no statistically significant difference among the principals who use ‘Classroom Management Strategies’, the results of one way ANOVA show that at

$F(2, 62) = 0.20$, $p=0.82$.

There is no statistically significant difference among the principals who use ‘Resource Management Strategies’, the results of one way ANOVA show that at

$F(2, 62) = 2.57$, $p=0.09$.

Conclusion:

There is the significantly effect of age on time management strategies used by college principals in public sector. It is evident from the finding of this study that the principals, who have more experience as a head of institution, use time management strategies in a better way than principals who have less experience as a head of institution. The delegation of work is a skill which has been flourished through experience, time and knowledge (Kobert,1980).some variables like years of administrative experience, gender and school size has made that time management is a significant indicator of one’s instructional management behavior (wells,1993).

Hypothesis 3: *There is no difference among the relationship of five management strategies with one another used by college principals in public sector.*

	<i>TMS</i>	<i>SDMS</i>	<i>CMS</i>	<i>CMS</i>	<i>RMS</i>
<i>TMS</i>	1				
<i>SDMS</i>	.556(**)	1			
<i>CMS</i>	.614(**)	.585(**)	1		
<i>CMS</i>	.458(**)	.482(**)	.526(**)	1	
<i>RMS</i>	.649(**)	.532(**)	.520(**)	.421(**)	1

This table shows the correlation coefficient between ‘time management strategies’ and ‘staff development management strategies’ is 0.556, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between ‘time management strategies’ and ‘conflict management strategies’ is 0.614, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between ‘time management strategies’ and ‘classroom management strategies’ is 0.458, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between ‘time management strategies’ and ‘resource management strategies’ is 0.649, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between ‘staff development management strategies’ and ‘conflict management strategies’ is 0.585, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between ‘staff development management strategies’ and ‘classroom management strategies’ is 0.482, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between ‘staff development management strategies’ and ‘resource management strategies’ is 0.532, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies. The correlation coefficient between ‘conflict management strategies’ and ‘classroom management strategies’ is 0.526, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between ‘conflict management strategies’ and ‘resource management strategies’ is 0.520, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

The correlation coefficient between ‘classroom management strategies’ and ‘resource management strategies’ is 0.421, it is significant at $\alpha=0.01$. This shows that there is statistically significant relationship between the strategies.

Conclusion:

The time management strategies used by college principals have the positive relationship between other four management strategies (staff development, conflict, classroom, and resource) at significant level. It means that if principals use time management strategies wisely then its interaction with all other management strategies will enhance the impact of management strategies to flourish leadership qualities in students at college level. Fullan and Stiegelbauer (1991) felt that a principal's role is versatile and continually changing to incorporate new challenges and demands that require time and precision. Principals' responsibilities include replying to demands from faculty and staff members, central office parents and students.

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