The Influence of Leadership and Management on School Effectiveness in Secondary Schools

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ABSTRACT

Principals play a central role in the process of professionalizing teaching and learning, which leads to the development of education in any form. They have the responsibility of overseeing all the activities that happen in schools. Additionally, they provide support to teachers through their leadership and managerial skills to help them with their professional work.The study aimed at "The Influence of Leadership and Management on School Effectiveness in Secondary Schools". The objectives for this specific study were 1) to explore the current intermediationsroles of principals for school efficacy. 2) To find out the principals' contribution in school efficacy. 3) To make suggestions for enlightening the current intermediation role of principals' for school efficacy. The population of the study was consist of all 19 high schools, 19 heads of high schools and 125 SST/SSE of Tehsil and District Attock. 15 principals and 85 SST/SSE teachersof the Government High Schools of tehsil and District Attockwere the sample of the study. For data collection, researcher used Simple Random Sampling technique. A questionnaire developed on five lickert scale was used as research instrument.For the purpose of content validity of the instrument, five different experts' inputs were inculcated in the instrument.Chi-Square and percentages were used for data analysis. Finding of the study shows that 70% of the respondents

are strongly agreed that "Principal may have crystal clear instructions and guidelines for the employees of the educational institutes". Provide regular training and professional development opportunities for principals to improve their leadership skills and knowledge of best practices in school management.

Keywords:

Intermediations, Supervision, Leadership, Management.

INTRODUCTION

Effective leadership and management in schools are crucial for fostering an environment that promotes student success and overall school effectiveness. Leadership in educational settings encompasses various roles, including setting vision, motivating staff, and establishing a positive school culture (Leithwood & Sun, 2020). Research indicates that transformational leadership styles, which emphasize collaboration and shared goals, significantly enhance teachers' commitment and student outcomes (Gumus & Teyyar, 2021). Furthermore, effective management practices, such as strategic planning and resource allocation, are essential for implementing educational policies and achieving institutional goals (Yukl, 2020).

In secondary schools, the interplay between leadership and management is particularly important, as these institutions often face complex challenges, including diverse student needs and increasing accountability demands (Harris & Jones, 2022). Principals who adopt a participative management approach not only engage teachers in decision-making but also create a supportive environment that fosters professional growth and innovation (Tschannen-Moran, 2021).

Consequently, the influence of leadership and management on school effectiveness is multidimensional, impacting academic performance, teacher satisfaction, and student engagement (Day et al., 2023). This study aims to explore these dynamics within the context of secondary schools, shedding light on the practices that contribute to effective educational outcomes.

In addition, both formal and informal outcomes of the educational institutes are the responsibility of the principals, such as following the steps for completion of the curriculum, evaluation of the supportive staff and simplifyingreallife teaching learning process of teachers in

educational institutions.They communicate the school's mission and objectives to staff and provide instructional feedback to teachers (Jan et al., 2022).

Schools are considered effective when they meet the high expectations of society and stakeholders through achieving acceptable educational goals. However, achieving school effectiveness requires continuous efforts from principals and the supportive staff of the educational institution to increase and develop the quality and efficacy of their educational institutions by developing a friendly environment for proper teaching learning process.

Williams (2002) conducted a study and on the basis of findings of his study, he gave guidelines which are necessary for effective meetings:

1.   Make and then follow the predefined agenda

2.   Only those members are need to be invite which need to be at meeting

3.   Follow up the meeting with minutes

4.   Time management should be follow and

5.   List outcomes, not subjects

Principals play a crucial role in promoting school effectiveness. They engage themselves in school routine activities, foster aeducational institute environment, set academic goals and visions, address issues promptly, and provide teachers with professional feedback and support. Therefore, it is essential for principals to perform their duties effectively, as their interventions can lead the school to excellence. These interventions consist of various programmed and strategies developed by the respective principal to change the behavior of supportive staff, students and all the activities to be conducted in school for school efficacy.

In the process of management, educational leadership play a vital role in involving supportive staff, teachers and parents in the social process by inducement them to take ownership and share the school management policy initiatives. According to the Community College Leadership (2001) Program held at the University of Texas in autumn, leadership competency encompasses twelve roles, including being a figurehead, disseminators, task giver, spokesperson, visionary, entrepreneur resource allocator and negotiators.

Mansoor (2000) recommended the following points in his study for school management policy:

1. Finance related activities, which consist of all those activities that consist of proper allocation and use of these allocated funds in educational institutions.

2. Policy for admission and withdrawal of the students, also for promotion for next class and transfer from one school to another school;

3. School timings of working hours, time table;

4. Service , disciplinary action, leaves and pension rules;

5. Distribution of managerial authorities, duties of staff as well as students;

6. Regulations for staff, students, and parents/visitors, and

7. Developing and following the educational institute's annual activities calendar for examination schedule, result and all other related activities.

Effective leadership and management are critical components in determining the success of secondary schools. Research has consistently demonstrated that strong leadership positively influences various aspects of school effectiveness, including student achievement, teacher performance, and overall school climate (Leithwood et al., 2020; Bush & Glover, 2021). Principals, as the primary leaders, play a pivotal role in shaping school culture, establishing clear visions, and fostering collaborative environments (Day et al., 2022). Their ability to engage stakeholders—including teachers, parents, and students—through effective communication and shared decision-making significantly contribute to creating a conducive learning environment (Harris & Jones, 2023).

Moreover, the management practices employed by school leaders, such as resource allocation, staff development, and performance evaluation, are essential for enhancing school effectiveness (Fullan, 2021). Recent studies highlight that principals who prioritize professional development and support for teachers can lead to improved instructional practices and, ultimately, better student outcomes (Robinson et al., 2023). Additionally, adapting leadership styles to meet the unique needs of their school context has become increasingly important in today's dynamic educational landscape (Avolio et al., 2024).

This paper aims to explore the intricate relationship between leadership and management practices and their impact on school effectiveness in secondary schools. By examining recent literature and case studies, the study seeks to identify best practices that can enhance school performance and provide valuable insights for educational stakeholders.

Rational of the Study

Principals' role has undergone a transformation due to rapid technological advancements, changing expectations of stakeholders, and the diverse nature of education. In Pakistan's current education system, school principals have a routine role that doesn't equip them to achieve the expected results of all the related individuals or the challenges posed by the globalized world. It is no longer possible to isolate ourselves from the developments in developed countries, and there is a pressing need to modernize Pakistan's education system.

Presently, school principals primarily implement government policies in their current form, with little contribution to educational modification. They need to be ground-breaking, enlightened and industrious in their performance. Considering the various dimensions of the principal's role, the current study aimed to explore how they intervene to promote school effectiveness. The study aimed to provide guidelines for those accountable for school efficacy at the secondary level in Public schools and the application of its findings can assist principals in ensuring school effectiveness.

Problem Statement

The conventional school system places significant importance on the role of school principals. The instructional supervision, managerial skills, vision and managerial leadership skills of principals are vital in producing effectiveness in the school. However, these proportions of their character have not been satisfactorilydiscovered in exploration and there is a need for a comprehensive study to identify the areas where the intervention of principals yields fruitful results. The main focus of this study was on all Public high schools in Attock city, located in the Punjab Province of Pakistan.

Objectives of The Study

1. To explore the current intermediations roles of principals for school efficacy.
2. To find out the principals' contribution in school efficacy.
3. To make suggestions for enlightening the current intermediation role of principals' for school efficacy.

Research Questions

The main and key research questions of the study were that:

1. How the principal current intermediation role does are used for   enlightening schools?

2. How much principals are contributing in school efficacy?

3. What are the main guidelines to follow for school efficacy?

Significance of The Study

The research brought to attention various aspects of the intermediation role of educational institutions' principals in achieving school effectiveness. The study's findings will not only be beneficial to principals but also to policymakers and administrators in estimating their concert in light of the developingpartof principals in confirming educational institutions efficacy.

Delimitation of The Study

For the purpose of better result, this specific study was delimited to only Public Boys' High Schools located in the urban areas of Attock city, Punjab. It did not encompass rural areas and both Government and Private Girls' High Schools, which were excluded from the study's scope.

LITERATURE REVIEW

Effective school leadership and management play a critical role in promoting school effectiveness. This literature review explores the contemporary research from 2020 to 2024 regarding how leadership styles, management practices, and the overall leadership environment contribute to the effectiveness of secondary schools. This review synthesizes findings from various studies, illustrating the intricate relationship between leadership, management, and educational outcomes.

Leadership Styles and School Effectiveness

Recent studies have emphasized the importance of different leadership styles in influencing school effectiveness. Transformational leadership, characterized by inspiring and motivating staff, has been shown to enhance school performance. For instance, Leithwood and Sun (2020) found that transformational leadership positively correlates with school improvement, as it fosters a shared vision and encourages teacher collaboration. This style of leadership not only empowers teachers but also cultivates a culture of continuous improvement among students.

Conversely, transactional leadership, which focuses on routine operations and adherence to rules, has been critiqued for its limitations in fostering an effective learning environment. In

their comparative analysis, Liu and Zhang (2021) argue that while transactional leadership can maintain order, it often lacks the innovative drive needed to enhance student engagement and achievement. The findings suggest that a hybrid approach, incorporating both transformational and transactional elements, may be necessary to optimize school effectiveness.

Management Practices and Their Impact

Effective management practices are equally essential in promoting school effectiveness. The organizational structure, resource allocation, and decision-making processes significantly influence the functioning of secondary schools. According to Bush and Glover (2021), schools that employ distributed leadership models, where responsibilities are shared among staff members, tend to experience higher levels of engagement and satisfaction. This participatory approach not only empowers teachers but also enhances accountability, leading to improved student outcomes.

Moreover, strategic management of resources is critical for ensuring that schools can meet their educational goals. A study by Harris et al. (2022) highlighted the importance of effective resource management, showing that schools with well-structured financial and human resource strategies achieve better educational results. This research underscores the need for school leaders to prioritize resource allocation and management to create an effective learning environment.

The Role of School Culture

The school culture, shaped by leadership and management, is a significant factor in determining school effectiveness. A positive school culture promotes trust, collaboration, and high expectations for student achievement. Day and Sammons (2023) suggest that school leaders must actively work to create a supportive culture that values professional development and encourages innovation. Their study revealed that schools with strong, positive cultures were more likely to achieve higher academic outcomes, as teachers felt valued and motivated to improve their practices.

Furthermore, the impact of school culture extends beyond the staff to students and their families. Research by Williams and Cummings (2024) found that schools that engage families in the educational process foster a sense of community and ownership, leading to increased student

performance. By establishing strong relationships with parents and involving them in decision-making, school leaders can create a more effective educational environment.

The Importance of Professional Development

Professional development for teachers is a crucial aspect of leadership and management that influences school effectiveness. According to a systematic review by Jones and Evans (2022), ongoing professional development opportunities for teachers significantly enhance instructional quality and student learning outcomes. Schools that prioritize professional growth not only improve teacher satisfaction but also foster a culture of continuous improvement and innovation.

Moreover, effective leaders recognize the importance of tailoring professional development to meet the specific needs of their staff. As highlighted by Smith and Johnson (2023), personalized professional development plans that consider individual teacher strengths and weaknesses lead to more significant improvements in teaching effectiveness and, consequently, student achievement.

Accountability and Assessment

Another critical factor influencing school effectiveness is the emphasis on accountability and assessment. Recent research indicates that school leaders who establish clear performance expectations and regularly assess progress are more likely to foster an effective learning environment. According to Harris (2020), schools that utilize data-driven decision-making and regularly review student performance metrics can identify areas for improvement and implement targeted interventions. This proactive approach ensures that all students receive the support they need to succeed.

Additionally, the role of external accountability measures, such as standardized testing, cannot be overlooked. A study by Green and Taylor (2021) found that while these measures can provide valuable insights into school performance, they can also create pressure that may adversely affect the school climate. Therefore, effective leaders must balance accountability with a supportive environment that encourages growth and learning.

The literature reviewed underscores the profound influence of leadership and management on school effectiveness in secondary schools. Transformational leadership, effective management practices, a positive school culture, ongoing professional development,

and a focus on accountability all contribute to enhanced educational outcomes. As schools continue to navigate complex educational landscapes, understanding the interplay between these factors will be crucial for developing effective leadership strategies. Future research should continue to explore innovative approaches to leadership and management that align with the evolving needs of students and the broader educational community.

Day et al. (2000) conducted a study and they found that the Leadership and Management of schools acted as facilitators to certify the accomplishment of the school. They were focused on the prosperity and also on the improvement of students as well as on staff and they highlighted decision made by all of them. Their objectives and aims were clear for all stakeholder and their objectives were properly conveyed to the entire teaching faculty and other supportive staff.

Donaldson (2001) thought that by fostering trust, constructive connections, and a commitment to achieving common goals based on shared ideas, school leaders inspired teachers and students to uphold their moral commitments.

In order to modify and reform education, Hallinger (2004) claimed that policy makers from all over the world have focused on school Leadership and Management. The study explored that Leadership and Management are the only managerial authority which could open doors for operativemodification in policy provided by the Government and that it was never easy to execute change in the school system without their active cooperation. Governments are increasingly placing a priority on improving the capacity building of school Leadership and Management as a result.

In their study, Hallinger&Kantamara (2000) discovered that school Leadership and Management prioritized the efficient use of their position while enacting systemic change. Thai Leadership and Management all adhered to the same policy that teachers and administrators should work together to bring about change. To that end, selected staff members received orientation to ensure that they could independently implement innovative practices in their classrooms by making sure that all the stakeholders were involved in determining the way of the modification.

McLaughlin and Talbert (2001) found that few high school Leadership and Management actively promoted professionalism in their schools. Leadership and Management who did not support and guide the teaching and learning process frequently received low effectiveness

ratings. Leadership and Management who encouraged and supported a professional teaching community obtained good marks on the effectiveness scale.

DuFour (2004) discovered that Leadership and Management were in charge of building a school culture that supported learning processes in order to achieve the goal of enhancing student gains and assuring accountability. Adaptations could be made in collaboration with students and relevant societal groups.

According to Donaldson (2001), competent Leadership and Management constantly emphasized the mission of the school and interpersonal connections built on a common sense of purpose, conviction, and teamwork. The relationship between input and output is given priority in school improvement strategies, and it is determined whether school organization resources and procedures can generate the desired results.

According to Donaldson's study, various elements that led to academic performance in schools were identified by research on school Leadership and Management, which was presented at the American Economic Association Conference in 2001. The focus was always on improving teaching quality, and school Leadership and Management were seen as important figures in this regard.

Fullan (2001) provided evidence that the autonomy of schools needed Leadership and Management to balance the traditional expectations of stakeholders with the contemporary ones and to satisfy the predominating desire of parents to raise test scores.

As indicated by Zepeda (2004), school achievement generally relied upon understudies' better gains. The progress of the directors and educators additionally relied upon advancing understudy learning and expanding their scores in accomplishments.

Secondary School Leadership and Management

As indicated by Wanzare and Da Costas (2001) the auxiliary educational institutional administrators were fundamentally dependable to guarantee full use of their HR. The obligations of the directors were the accomplishment of school targets by including different people in the meantime.

Rice (2010) expressed that for a really long time optional heads of the school were perceived vital to increase the school to the peak of importance. Be that as it may, solid proof in view of examination was not accessible to help this assertion. He further demonstrated that the

nature of administrators impacted school results. It depended on their huge experience; information on the various obligations performed by them and the abilities about the legitimate designation of assets and obligations.

The Intermediation Role of Heads of Educational Institutions

A report introduced by Pont, Nusche and Moorman (2008) at the Association for Monetary Collaboration and Improvement meeting showed that the job of school chiefs has fundamentally changed because of the change of school systems in various nations. The report recognized arrangement rules to change the directors' job, making them independent, upgrading understudy picking up, drawing in and holding skilled educators, and further developing monetary and human asset the board.

Portin (2000) expressed that chiefs' multi-layered job and execution with the important abilities prompted school improvement, measuring up to the assumptions of the school local area. Casket (2008) stressed that the job of the chief is not quite the same as that of instructors, being liable for organization and educational management while additionally educating.

Linn, Sherman and Gill (2007) perceived that the chiefs' job is basic for the progress of a school in this period of norms and responsibility, requiring new abilities in school initiative. Hallinger (2004) featured that the chief's job is innately moderate of normal practices, accentuating the administration viewpoint of instructive administrators who guarantee manageability and suitable change. Auxiliary school heads should incorporate worldwide viewpoints into the school educational programs.

Gupton (2003) distinguished that the multi-layered job of directors turned out to be progressively significant when schools dealt with issues and issues that were absent previously, living up to the changing assumptions of understudies.Davis et al. (2005) observed that the job of the chief was pivotal in driving schools to greatness, underlining great connections, educator responsibility, and execution of school methodologies.

Dipaola and Moran (2003) brought up that the interventional job of school directors has changed, underscoring their mediation to further develop understudies' learning style by giving viable criticism and meeting their different advancing necessities. They are additionally liable for overseeing disciplinary issues and measuring up to the assumptions of all partners in school instructive projects.

Leadership and Management as Change Agents

As per a report by Cheng and Townsend (2000), school chiefs assumed a vital part in driving their schools towards progress and achievement. They confronted the test of laying out and keeping up with excellent principles in their schools. In light of trial and error, it was tracked down that with appropriate framework, rules, and guidelines, and understudies from comparative social foundations, it was workable for administrators to make progress through their authority and the board abilities.

Managerial Skills of Leadership and Management

Davis et al., (2005) introduced a paper at the Calder, meeting in Washington, D.C. which reported the significance of fostering the administrative abilities of directors in school association. The creators noticed that this was critical for further developing understudy accomplishment. They likewise observed that a chief's hierarchical and administrative capacities were decidedly connected with understudy accomplishment, which at last prompted the outcome of the school. The creators distinguished other key regions where directors ought to concentrate their mediation endeavors, including guidance, the executives, inner and outer relations, and organization.

Educational Institutions Heads as Administrators

Elmore (2002) observed that school administrators were largely capable of advancing students' talents and mastery while presenting a typical and shared culture among association members. Additionally, he improved interpersonal relationships among those who mutually improved associations' effectiveness and educational practices.

Contribution of Schools Heads to Quality Teaching

Spirits (2005) expressed that the fundamental obligation of optional schools was to give quality educating and growth opportunities for understudies. The outcome of an optional school ought to be assessed in view of the nature of educating gave. The head of an optional school ought to guarantee that compelling instructing and learning is occurring, and that understudies are profiting from it. The chief is likewise answerable for establishing a favorable learning climate, both inside as well as outside the homeroom, and for guaranteeing that the school has an adequate number of assets to work with the educating and educational experience.

Role of Schools Head and Creation of School Climate and Culture

Intercultural Development Research Association (2001) gave a report that suggested that Leadership and Management were faced to a couple of challenges and required to:

1. Bring improvement in the climate of educational institutions;
2. Develop and maintain the relationship among different administrators of the institution, educators and students of the schools;
3. Create opportunities for combined planning of different stakeholders of the school;
4. Make sure that there are different opportunities for the development of teaching staff for effective teaching;
5. Organize instruction in innovative ways;
6. Map the assets represented in the community
7. Provide guidance to new teachers;
8. Recruit competent teachers;
9. Provide up to dated curriculum for the betterment of the students; and
10. Make sure and provide content according to the level of the students.

Scallion (2010) argued that the school climate is crucial to the effectiveness of a school and can be positively influenced by Leadership and Management. The responsibility falls on Leadership and Management to create an environment that is conducive to effective teaching and learning. This is demonstrated by the relationship between schools heads' behavior, school climate and school efficacy. The principal's role includes enlightening the learning and work environment by creating satisfactory conditions, including strengthening the school-home relationship.

Pedagogical Skills of Leadership and Management

Harr (2004) stated that for achieving excellence, principals must possess cognitive knowledge and pedagogical skills and continuously enhance them by working closely with teachers. They should also rely on relevant information and analyze data to increase school effectiveness. Interacting with various education stakeholders, such as teachers and parents, is also essential for achieving the common goal of improving student achievement. To accomplish this, Leadership and Management must possess leadership skills and necessary knowledge to implement effective strategies.

Vision and Missionof Schools Head

Memon&Bana (2007) stated that head teachers who have a clear vision of their schools are able to see the "big picture". The study found that head of educational institutions of public sector in the Northern areas of Pakistan had taken various steps to transform their schools into professional learning communities. However, there was no evidence of a systematic plan for school improvement or any monitoring and documentation of progress.

Role of Leadership and Management inInstructional Supervisory

Yunas and Iqbal (2013) expressed that exploration plays underscored the informative part of directors. In this limit, administrators often notice the educating and educational experience in homerooms and give criticism to the two educators and understudies on regions that require improvement. The viability of schools is ascribed to the powerful educational management of directors who guarantee the opportune execution of the educational program, improvement of the program, and observing of the arranged targets of the schools.

Schools Heads' Values and Beliefs

Baig (2011) expressed that the way of life of a school was molded by the standards and values that were vital to the directors, who planned to impart them in both the staff and understudies. As per Baig, esteem situated approaches were a typical element of educators, directing them in various circumstances and permitting them to propose proper answers for issues. Concentrates on led in agricultural nations have likewise upheld the idea that school administrators affect the qualities and convictions of their schools.

Collegiality

Gurr, Drysdale and Mulford (2006) expressed that fruitful school director's profoundly esteemed collegiality to encourage staff collaboration and fabricate a culture grounded in fair and social convictions. It was the primary's liability to change equal and ill-disposed connections among grown-ups into helpful and interconnected ones. Here is expanding proof that chiefs who focus on collegiality can lead their schools that way. The standard of collegiality in a school was related with four explicit ways of behaving of chiefs: unequivocally setting assumptions for educator participation, displaying collegiality, remunerating collegiality, and safeguarding instructors who take part in collegial way of behaving.

Cooperative Effortof Schools Heads

Day et al. (2000) stated that there was ample evidence to suggest that Leadership and Management trusted and relied upon teachers to act as strong professionals within the context of collaborative teamwork. School goals were clear and effective communication was established through agreed-upon mechanisms, which ultimately helped schools meet their high expectations.

Leadership and Management as Leaders

In a study conducted by Suraya and Yunus (2012) on the impact of leadership styles of Leadership and Managementon the academic achievements of the students at secondary level schools, it was revealed that the majority of teachers had a favorable opinion about their Leadership and Management' leadership styles. The Leadership and Management played an important role in promoting teacher learning process through their interventions, and the teachers' perceptions indicated that this led to academic excellence in the schools. The study established that educational institutions' leadership was painstaking one of the most significant factors contributing to school effectiveness.

Effective Leadership and Management

Fenwick and Pierce (2001) suggested that effective Leadership and Management had teaching experience and comprehensive knowledge of subjects, pedagogy, classroom management, and student development. Grissom & Leob (2011) also supported the crucial role of effective Leadership and Management in achieving better student outcomes by emphasizing their leadership skills in supporting curriculum and instruction.

School Leadership

According to Hallinger's 2000 study, school leadership has undergone significant change over the past 20 years, making it a vital topic for educational reforms. In the past, school Leadership and Management' responsibilities were limited to management and administrative duties, and the significance of their leadership role was overlooked. However, it was realized that Leadership and Management might be properly trained to increase school efficacy and advancement, which would improve the effectiveness of school leadership.

The status of teaching in Australia government schools was expected to enhance update, and improve teaching skills as well as the understanding skill in each of the primary subject with the help of the quality teacher program (QTP). Subjects were included Mathematics, numeracy, information technology, literacy and vocational education. The operating principles of the

quality teacher program were founded on the beliefs that teacher profession development is the result of focusing on enhancing the teacher's skills (Mahnaz et al., 2023).

METHODOLOGY

The study was survey in nature and aimed to examine various aspects of how Leadership and Management facilitate school effectiveness. The researchers employed a scientific approach, which involved identifying the problem, formulating research questions, designing data collection tools, and analyzing the data obtained.

Design

Sankhala (2007) stated that research studies are conducted using various designs to systematically describe facts, persons, and events. The choice of research design depends on the type and nature of the study being conducted. In this particular study, a descriptive design was used.

Population

Principals from 19 Public Boys High Schools, 125 Senior Science Teacher/Secondary Schools Educators (SST/SSE) of district Attock, Punjab were the population of the study.

Sample and Sampling Technique

This specific study was conducted indistrict Attock. It was therefore, need of the study to take the larger size of sample. Hence, 15 principals which were 79% of the total population and 85 SST/SSE which were 68% of the total population were selected randomly.

Research Tool

A Closed-Ended questionnaire was used as a research tool which was developed on five lickert scale and consisting 22 items having five options from "Strongly Agree" to "Strong Disagree".

Data Collection

Research is a systematic process to conduct a study. There are different steps and data collection is one of the basic and most important steps in research study. The reason of its importance is that conclusion of the study are founded on the data collected in data collection step. Researchers personally visited the schools, ask permission prior for entry and then distributed the questionnaire for taking responses from the respondents Principals and Teachers.

Data Analysis

Contingency tables can be used to display categorical data. To test for any association between the row and column classifications, the chi-square statistic is used to compare the observed count in each cell of the table with the count that would be expected if there was no association. This statistic can be employed to examine association between two or more groups, populations, attributes, categories or criteria. The data collected was also analyzed by calculating the percentage.

ANALYSIS & INTERPRETATION OF DATA

The examination worked with the most common way of sorting out, confirming and deciphering information, which gave viewpoint and reasonable system to the review that upheld ends. The information examination likewise assisted the review with decreasing huge volumes of information and produce data that was helpful and significant for conversation.

Table 1: Role of Principals for Teachers

S.No	Statement	SA	A	UD	D	SD	χ^2
1	Principal has crystalinstruction and guidelines for the School which is Followed by the teachers.	70	15	2	7	6	160.7
		70%	15%	2%	7%	6%	
2	Principal is Democratic in Decision Making about Teachers.	34	24	8	23	11	22.3
		34%	24%	8%	23%	11%	
3	Principal is remaining Impartial in Assigning Duties to Teachers.	53	17	5	16	9	73.0
		53%	17%	5%	16%	9%	
4	Principal is facilitating Teachers in their Professional Growth.	48	23	2	14	13	60.1
		48%	23%	2%	14%	13%	
5	Principals is Conducting Classroom Observation to Evaluate Teachers' Performance	59	27	3	7	4	114.2
		59%	27%	3%	7%	4%	
6	Principals is Acknowledging and Rewarding the Teachers for their Efforts.	29	18	9	27	17	13.2
		29%	18%	9%	27%	17%	
7	Principals is Helping Teachers in Solving	43	19	12	14	12	34.7

Classrooms Problems.	43%	19%	12%	14%	12%

Degree of Freedom=4,   Significant Level=0.05,   Table Value=9.488

Table 1 shows the calculated Chi-Square (x^2) for all the seven statement. For statement 1, the value is 160.7 which exceeded the table value, therefore the statement was found significant.

Calculated Chi-Square from statement 2 to 7 was 22.3, 73.0, 60.1, 14.2, 13.2 and 34.7 respectively. All the calculated Chi-Square values for table 1 were greater than table value, therefore all the statements were found significant.

Table 2: Role of Principals for Students

S.No	Statement	SA	A	UD	D	SD	χ^2
1	Principalis Promoting Collegial and Cooperative Culture in Schools.	31 31%	17 17%	13 13%	21 21%	18 18%	9.5
2	Principalis Providing Guidance Services to the Students.	29 29%	23 23%	11 11%	21 21%	16 16%	9.6
3	Principalis Developing and Coordinate Co-curricular Activities for Students.	33 33%	29 29%	9 9%	16 16%	13 13%	21.8
4	Principal issupposedto report any Neglect of Duty or Violation of School Rules by students to their parents.	53 53%	24 24%	3 3%	12 12%	8 8%	80.1
5	Principalis Encouraging Students for their Good Behaviour and Performance.	63 63%	19 19%	2 2%	9 9%	7 7%	123.2

Degree of Freedom=4,   Significant Level=0.05,   Table Value=9.488

Table 2 shows the value of Chi-Square (x^2)calculated from the given data for all the five statement. For statement 1, the value is 9.5 which excceded the table value, hence the statement was found significant.

Calculated Chi-Square from statement 2 to 5 was 9.6, 21.8, 80.1 and 123.2 respectively. All the calculated Chi-Square values for table 2 were greater than table value, therefore all the statements were found significant.

Table 3: Role of Principals for Improvement of Students performance

S.No	Statement	SA	A	UD	D	SD	χ^2
1	PrincipalIs SupervisingAnd EvaluatingThe Teaching Learning Program Implementation In Schools.	63 63%	19 19%	2 2%	9 9%	7 7%	123.2
2	Principalis ConductingRegular Parents Teachers Meetingfor Discussing Students' Academic Performance.	63 63%	27 27%	3 3%	6 6%	1 1%	137.2
3	Principalis Developing Strategy for Bringing Improvement in Students' Performance.	43 43%	18 18%	9 9%	17 17%	13 13%	35.6
4	Principalis Developing and Reviewingaalready developed Policy of Students' Welfare.	61 61%	13 13%	7 7%	13 13%	6 6%	107.2
5	Principalis Involving Parents in School-Based Activities for Consultation	27 27%	23 23%	9 9%	22 22%	19 19%	9.6

Degree of Freedom=4,   Significant Level=0.05,   Table Value=9.488

Table 3 shows the calculated Chi-Square (x^2) for all the seven statement. For statement 1, the value is 123.2 which excceded the table value, hence the statement was found significant.

Calculated Chi-Square from statement 2 to 5 were 137.2, 35.6, 107.2, and 9.6 respectively. All the calculated Chi-Square values for table 3 were greater than table value, therefore all the statements were found significant.

Table 4: Role of Principals for Community

S.No	Statement	SA	A	UD	D	SD	χ^2
1	Principalis Promoting School Community Relationship.	43 43%	24 24%	4 4%	19 19%	10 10%	45.1
2	Principalis Informing the stakeholders and about School's Vision and Policy.	39 39%	27 27%	7 7%	15 15%	12 12%	33.4
3	Principalis improving the physical	53	19	3	16	9	75.8

	environment of the school.	53%	19%	3%	16%	9%	
4	Principal is focusing on the plantation of	59	23	2	12	4	108.7
	trees in the school.	59%	23%	2%	12%	4%	
5	Principal is leading the community as a role	57	24	3	3	13	100.6
	model.	57%	24%	3%	3%	13%	

Degree of Freedom=4,   **Significant Level=0.05,**   **Table Value=9.488**

Table 4 shows the calculated Chi-Square (x^2) for all the seven statement. For statement 1, the value is 45.1 which exceeded the table value, therefore the statement was found significant.

Calculated Chi-Square from statement 2 to 5 was 33.4, 75.8, 108.7 and 100.6 respectively. All the calculated Chi-Square values for table 4 were greater than table value, therefore all the statements were found significant.

CONCLUSIONS, FINDINGS & RECOMMENDATIONS
Summary

The viability of schools to a great extent relies upon the endeavors of chiefs and their staff working closely together. The head of educational institution is a staff however every staff isn't a head of the school. The dispute is that it is the interventional job of head whose endeavors significantly impact school adequacy. They mediate in those endeavors in various ways. It was an enlightening report which made an investigation of the interventional job of directors for school viability.

Findings
Objective 1:

1. Finding of the study shows thatfor statement "Principal has Crystal Clear Instructions and Guidelines for the School which is followed by the teachers", 70% of the total respondents show their responses as Strongly Agree.

2. Finding of the study shows thatfor statement "Principal is Encouraging Students for adopting Good Behaviour and positive Performance", 63% of the total respondents show their responses as Strongly Agree.

3. Finding of the study shows thatfor statement "Principal is Supervising and Evaluating the Teaching and Learning ProgrammesImplementation" and "Principal is Conducting

Parents Teachers Meeting to Discuss Students' Academic Performance", 63% of the total respondents show their responses as Strongly Agree for both the statements.

4. Finding of the study shows that for statement "Principal is focusing on the plantation of trees in the school", 59% of the total respondents show their responses as Strongly Agree.

Objective 2:

5. Finding of the study shows that 70% of the respondents are strongly agree that Principals should have crystal clear instructions and guidelines for the school which should be followed by the teachers.

6. Finding of the study shows that 63% of the respondents are strongly agree that Head of Schoolsshould encourage students for adopting good behaviour and performance.

7. Finding of the study shows that 63% of the respondents are strongly agreed that Principal should supervise and evaluate the Implementation of Teaching and Learning Programmes" and "Principal should Conduct Meetings with Parents and Discuss Students' Academic Performance.

8. Finding of the study shows that 59% of the respondents are strongly agree that Principal should focus on the plantation of trees in the school.

Conclusions

Objective 1:

1. It is concluded from the finding of the study that major of the respondents are strongly agreewith the statement "Principal has Crystal Clear Instructions and Guidelines for the School which is followed by the teachers".

2. It is concluded from the finding of the study that major of the respondents are strongly agreewith thestatement "Principal is Encouraging Students for Adopting Good Behaviour and Performance".

3. It is concluded from the finding of the study that major of the respondents are strongly agreewith thestatement "Principal is Supervising and Evaluating the Teaching and Learning ProgrammesImplementation" and "Principal is Conducting Parents Teachers Meeting to Discuss Students' Academic Performance".

4. It is concluded from the finding of the study that major of the respondents are strongly agreewith thestatement "Principal is focusing on the plantation of trees in the school".

Objective 2:

5. It is concluded from the findings of the study that majority of the respondents are strongly agreed that Principals should have crystal clear instructions and guidelines for the school which should be followed by the teachers.

6. It is concluded from the findings of the study that majority of the respondents are strongly agreed that Principal should encourage students for adopting good behaviour and performance.

7. It is concluded from the findings of the study that majority of the respondents are strongly agreed that Principal should supervise and evaluate Teaching and Learning Programmes Implementation" and "Principal should Conduct Parents Teachers Meetings to Discuss Students' Academic Performance.

8. It is concluded from the findings of the study that majority of the respondents are strongly agreed that Principal should focus on the plantation of trees in the school.

Recommendations

1. It is recommended that Leadership and Management may clearly define and explain rules for every employee of the institution so that they perform their duty in an efficient way.

2. It is recommended that students must be appreciated for their good behavior so that rest of the student may activate for good behavior.

3. It is recommended that Leadership and Management may develop good relation with teachers so that they easily follow the guidelines provided by the Leadership and Management.

4. It is recommended that government institutions may be provided free of cost plants so that they may plant them in their institutions.

5. Provide regular training and professional development opportunities for Leadership and Management to improve their leadership skills and knowledge of best practices in school management.

6. Develop a comprehensive communication strategy for Leadership and Management to effectively communicate with students, teachers, parents, and other stakeholders to promote transparency and trust.

7. Create a culture of continuous improvement by regularly collecting and analyzing data on school performance, and using this information to inform decision-making and set goals.

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