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The administrative role of principals: Insights and implication in secondary schools of

Mardan District

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Abstract

Secondary schools are educational facilities entrusted with preparing pupils for higher education and professional training. Principals are the major stakeholders entrusted with administrative responsibilities in secondary schools to satisfy society's needs and deliver excellent education to pupils. The research aims to analyze the administrative function of principals in secondary schools in Mardan district, Khyber Pakhtunkhwa, Pakistan, in light of their organizational role at the secondary level. The study's aims were to examine at the administrative position of secondary school administrators and offer techniques for more successful secondary school administration. The investigation comprised 100 government male high school administrators from the Mardan area. A dependable instrument was created, verified, and pilot tested. The information was acquired using a unique administration instrument and assessed using mean scores, standard deviation, and the chisquare test. The research revealed that principals have a predominantly administrative job in high school management. They develop the school's vision and mission, provided school facilities, organize the teaching-learning process, plan co-curricular activities, supervise school activities, identify students' needs and demands, maintain the school's records, ensure financial management, collaborate with parents and society, coordinate with educational authorities, track, and evaluate the school's activities. For successful secondary school administration, the research advised offering teaching for incoming principals at the time of admission and capacity development for present principals in financial management, record keeping, staff management, service law, and ICT skills.

Keywords: administrative role, Mardan, Pakistan, principals, secondary schools

Secondary schools prepare students for the workplace by improving their life skills and preparing them for successful tertiary education (National Education Policy, 2009). Secondary school students need adequate instruction to make a good transition into the world of work and higher education (Watson, McMahon, Foxcroft & Els, 2010). Secondary education is a vital part of the educational system, and principals at this level are in charge of school administration.

They create the school's vision and mission, coordinate the teaching-learning process, and maintain overall discipline (Sawchuck, 2008). A principal's administrative work is much more difficult because it necessitates efficiency to fulfill administrative obligations (Fullen, 1998). Principals' duties and demanding executive positions have increased the need for qualified high school principals. Principals who are more dedicated, patient, and empathic in their administrative roles are more likely to be effective (Day, 2004). To be successful in their administrative capacity, principals must be passionate about what they do (Harvey & Donaldson, 2003).

Principals' primary function in the administrative realm is to supervise the teaching-learning process. Still, in today's world, they are also in charge of planning, management, and developing human relationships in their schools. They are given administrative and instructional leadership responsibilities (Ginsberg & Thompson, 1993). Principals in schools are responsible for instructional leadership and policy development, record keeping, and human relationships (Cooley & Shen, 2000). The position of principals in schools has become much more complex and diverse due to increased demand from governments and state organizations in response to societal needs (Winter, Rinehart & Munoz, 2004). According to Deal and Peterson (2009), principals are charged with recognizing the school's vision and mission and then transferring the vision and mission plan to realistic teaching-learning experiences and co-curricular activities to

realize the school's vision missions. Principals must effectively communicate with students, teachers, and parents, as well as meet their standards. They must also make decisions in the event of an emergency.

Trail (2000) investigated principals' administrative positions and concluded that principals are in charge of instructional leadership, finance and budgeting, supervision, and evaluation of overall school activities. He says that principals are also in order of facilities maintenance, human relations, and teacher accountability. According to Alberta Education (2009), the roles of schools as organizations have become multifaceted, and the position of principals in terms of managerial and administrative responsibilities has become complex. Principals' functions have been established in designing school missions, setting goals, managing budgets, using human resources, outlining school development plans, maintaining good relations with society, creating oversight and accountability mechanisms, gathering information, and establishing rapport with education department officials. Lunenburg (2010) identified three administrative positions for principals: philosophical, technological, and individual. According to him, successful principals were also involved in building social relationships, managing time, improving interpersonal relationships, planning academic events, and developing budgets and finances.

According to Allen and Gawlik (2009), school principals are responsible for administrative duties such as providing physical and learning facilities for students, keeping financial records, selecting and recruiting employees, overseeing budgets, working with school officials, and admitting students to schools. Germeten (2011) looked into the administrative position of principals and discovered that they face challenges such as a shortage of funds, a lack

of resources, and a heavy workload. The principal also had to deal with a lack of support from the authorities when implementing new curricula.

Principals are administrators and prominent personalities in secondary schools, as shown by a study of research studies. They are in charge of planning the school's vision and mission, keeping records, managing personnel and budgets, maintaining relationships with society and school officials, and tracking and evaluating school activities. As a result, the researchers looked into the administrative position of principals in secondary schools in the Pakistani district of Mardan, Khyber Pakhtunkhwa.

Methodology

Population Sample and Sampling

The research included 100 principals of male government secondary schools in the district of Mardan in Pakistan's K.P. province. Due to the homogeneous existence of the population, the researchers collected data from 100 principals to study the administrative position of principals in secondary schools.

Instrumentation

The researchers created a data collection tool, with twelve items and five choices in November 2020, to gather information on the administrative position of secondary school principals. With piloting, the questionnaire was validated, and reliability was established. The questionnaire's reliability was found to be 0.89. The dependable instrument was used to gather information from high school principals.

Data collection and analysis

Personal administration of questionnaires to study participants, i.e. high school principals, was used to collect data. The data was organized into tables and analyzed using descriptive and

inferential statistics. SPSS was used to evaluate the results, including mean ratings, standard deviation, and the chi-square test of significance.

Results and Discussion

Table 1

Principals' role being an administrator (n=100)

Statements	N	Mean	S. D	χ^2	P
Develop school vision and mission	100	2.60	.765	70.21	.000
Provide school gools	100	2.66	.771	67.43	.000
Inhance teaching-learning	100	2.59	.777	88.96	.000
Facilitate co-curricular activities	100	2.44	.798	87.57	.000
Having holistic view	100	2.60	.871	78.46	.000
Answers school demands	100	2.61	.780	70.56	.000
Keeping school-record	100	2.70	.764	122.77	.000
Having financial management	100	2.71	.665	90.98	.000
Involve society and parents	100	2.80	.667	99.78	.000
Communicate with highups	100	2.62	.766	86.96	.000
Enhance instructional time	100	2.81	.659	97.58	.000
Keep balance in rewards and punishment	100	2.56	.865	80.55	.000
Cumulative	100	34.55	2.890	40.66	.000

The table emphasizes the administrative position of secondary school principals. Participants accept that principals plan the vision and purpose of the schools, have school priorities, improve the teaching-learning process, and facilitate co-curricular activities, as shown by mean scores of 2.60, 2.66, 2.59, and 2.44 with standard deviations of .765, .771, .777, and .798. The answers are not dispersed from the mean.

The mean scores of 2.60, 2.61, 2.70, and 2.71, with standard deviations of .871, .780, .764, and .665, show that participants agree that principals should have a comprehensive view of the school, respond to school demands, maintain the school's records, and ensure the school's financial management. The answers are not dispersed from the mean.

Participants accept that principals cooperate with parents and community, communicate with school authorities, increase teaching and learning time, and ensure equitable reward and punishment, as shown by mean scores of 2.80, 2.62, 2.81, and 2.56 with standard deviations of .667, .766, .659, and .865. The answers are not dispersed from the mean.

The average score was 34.55, with a standard deviation of 2.890 indicates that participants agree on the administrative position of high school principals. The results of the chi-square test show that they are statistically meaningful. The T-Test correlation between the items were ranged between .65 and .88.

Discussion

The study looked at the administrative position of secondary school principals and discovered that they play a significant organizational and administrative role in secondary school administration. Principals prepare the school's vision and mission and the school's physical plant, the teaching-learning process, and co-curricular activities. They supervise the school's operations, recognize the needs and expectations of the students, keep track of the school's records, and oversee the school's financial management. They also work with parents and the community, cooperate with educational officials, track and assess school personnel, and provide rewards and punishment. Principals of secondary schools are responsible for school administration, according to the results of the report Sawchuck (2008). They create the school's vision and mission, coordinate the teaching-learning process, and maintain overall discipline (i.e., Ali, 2017a; Ali, 2017b; Ali et al. 2016).

The same results are stated by Day (2004), who claims that principals are responsible for the school's administration and that they demonstrate empathy and responsibility in carrying out their administrative duties. Principals also supervise the teaching-learning process, organize school events, manage schools, and create human relationships, according to Ginsberg and Thompson (1993). Cooley and Shen (2000) found that principals were responsible for instructional leadership, decision making, record keeping, and building human relationships. According to the report results, principals are charged with recognizing the school's vision and mission and then transferring that vision and mission plan to realistic teaching learning experiences and co-curricular activities to realize the school's dreams and missions. They must effectively communicate with students, teachers, and parents, as well as meet their standards. They must also make decisions in the event of an emergency.

Similarly, Trail (2000) investigated the administrative position of principals and concluded that principals are responsible for instructional leadership, funding and budgeting, oversight, and evaluation of overall school activities. He says that principals are also in charge of facilities maintenance, human relations, and teacher accountability. Lunenburg (2010), in a similar vein, classified the administrative positions of the principals as intellectual, technological, and individual. According to him, successful principals were also involved in building social relationships, managing time, improving interpersonal relationships, planning academic events, and developing budgets and finances.

Allen and Gawlik (2009) found that principals in schools were responsible for administrative duties such as providing school physical and learning facilities, managing budgets, staff selection and recruitment, monitoring finances, communicating with school authorities, and student admission to schools.

Conclusion

The study's first goal was to look at the administrative position of secondary school principals. The study discovered that principals play a primary executive function in high school

administration. Principals prepare the school's vision and mission and the school's physical goals, the teaching-learning process, and co-curricular activities. They supervise the school's operations, recognize the needs and expectations of the students, keep track of the school's records, and oversee the school's financial management. They also work with parents and the community, cooperate with educational officials, track and assess school personnel, and provide rewards and punishment.

The study's second goal was to develop recommendations for running secondary schools more efficiently. The study suggested that principals receive training before taking on the position of principal in high schools and capacity building for current principals in financial management, record keeping, staff management, and service laws. Principals must also receive computer skills training to run their schools effectively.

Observations and suggestions

The researchers made the following suggestions, keeping in mind the study's goals:

- 1. At the time of the entry of new principals, there could be skill-building training for principals in school administration to help them become successful heads of schools and operate the schools smoothly.
- 2. Refresher courses in financial management, record keeping, staff management, service rules and performance, and disciplinary practices can be offered to current principals.
- 3. To aid in the successful administration of their schools, principals can be given training in the use of information and communication technology.
- 4. Research into the administrative position of elementary school principals should be performed.
- 5. Research on the administrative positions of female high school principals should be performed in the same way.

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