

THE ROLE OF PRINCIPALS IN SCHOOL IMPROVEMENT AT CHILTAN TOWN, QUETTA

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Abstract

Leadership is something that defines the future of a nation and destines it on a coherent path. A leader is a person who sacrifices the persona gains and interests and converts them into the interests of the nation and burns the mid night oil to steer the nation out of the misery and guides them to the path of glory and development. For this purpose a sample of 15 colleges principals were chosen for the case study .where by a questionnaire was used to know the attitude of the principals the SPSS test was used to check the variance in the attitude of the principals. The results depicted that the principals are more conscious administrative role. The case of the leadership quality of the principals of the school and colleges of Chilton Town, Quetta. This research mainly focuses on their role in improving the standards of education at these schools and colleges.

Key words: Role, Principals, Schools, Improvement, Colleges

Introduction

There is no denying the fact that the modern world demands more competition with efficiency. Efficiency is the usage of the resources at disposal so effectively and so efficiently that it moves the organization or the institution or even a network to smoothly function. For smooth functioning leadership is primarily essential. A leader is a person who's dynamic and charismatic personality attracts all toward unity under its umbrella and whose uncontroversial personality guides the group of the following people toward the attainment of some particular goals. In the cutting edge globalization and swiftly advancing world where change and adaptability have become the absolute reality, there the role of a leader is more important than anything else. (Hussain, 2000).

Given the research article, the leadership of the principals at the schools in general and their leadership at the schools of Chilton Town in particular are thoroughly analyzed. A principal is the key organizer of a school. The improvement of the entire structure of the school or college is entirely dependent on the pro-active role and leadership of the principal. The given research analyzes the role of the principals of Chilton Town in comparison with the modern world educational institutional in order to oversee the role and contribution of the principal in upgrading the standards of education at Chilton Town. It is very essential for a principal to have the equality of adaptability with the changes of the modern world and work in accordance with the changing demands of education. (Khan, 2009).

The environment of the study or the students in backward countries and developing countries like Pakistan is not up to the mark. The investment and the efforts of the successive governments in this regard are not satisfactory. Therefore, it is up to the individuals that how they emerge to the scene and play their role in creating an environment that is conducive enough for the students to learn and polish their skills. In the general case, the individuals can be parents or any other responsible person from the civil society who without the help of the government does volunteer work on its own for improving the standards of education. Nevertheless, the person in particular who is mainly the front leader in this regard is the principal of a school or college. Being strict disciplinarians, the principals can create punctuality among the students and the faculty. (Abbasi, 2011).

Being the key organizers, they can use the resources at their disposal which are given to them by the ministry of education or the district education office; they can properly invest them and use them in the best possible manner. Being dynamic leaders, they can prevent the use of the unfair means in the exams or check the influence of the clerk lobbies and lobbies from the other faculty groups. A principal is supposed to immediately end nepotism and favoritism and in order to do this, they have to face and tolerate external political pressure as well. Seen in the principals of Chilton Town, most of these qualities are inherent in them. They have managed the schedules of the schools well and the classes are neither bunked by the students nor left alone by the teachers. (Alam, 2004).

The faculty and clerk lobbies have been considerably minimized. External political pressure for new appointments, for funds or for favoritism has been dealt well by them. Where they have shown so much resilience there they are also prone to succumbing to external pressure, especially, when it comes from the ministry of education or from other pressure groups. One problem that the principals in spite of being dynamic leaders facing them is that they have to work in the realms of the local cultures no matter how advanced their thinking or approach may be. The teachers mostly are not well trained and they lack the skills to adapt to modern teaching modes and methods. The principals if want to adopt new things in the curriculum, many of the faculty members lacking the training face hardships in implementing them. (Khan, 2013).

Besides, the principals in spite of being innovative and creative, for most of the part, they have to work in the realms of the curriculum that is given to them and approved by the ministry of education even if the syllabus is obsolete or does not garner the needs of the students to compete in the modern world. This research, however, takes a deeper look into the aspects of the leadership of the principals at the schools of Chilton Town. One very important aspect of the leadership which is often ignored is the decision making power of the principal in the critical moments and situations.

Dealing with the parents, checking the menace of cheating, brining the faculty and other pressure groups under control, meeting the new challenges and demands under the scarce resources, all these aspects show that the principals do possess decision making capacity under critical circumstances. The desire to overcome hesitancy and indecisiveness in acting is another crucial quality of the leadership skills of the principals of schools

of Chilton Town. The existing literature shows that besides being leaders, the principals, have to be good managers as well. The entire management of the administration of the schools is in the hands of the principal. If the principal is lethargic and lackluster, the entire administration of the school will slow down and perform poorly. Unless a principal is not a good manager, he or she cannot be a good leader and cannot use the resources within the structure and other limitations of the structure to upgrade the standards of education. (Horland, 1999).

This study, along these lines, is a real endeavor to fill this split of learning by inquiring about arranged considerations of school movement in making nations with a specific genuine target to help develop a solid base of information, which would be ideally used to enhance both practices and plans as to persuading master at the top in an educational affiliation. The leadership quality of the principals of schools of Chilton Town is comprehensively explained through tables, graphs and data analysis below. (Haleem, 2014).

Methodology

This research study is qualitative in nature. The previous studies have adopted qualitative, quantitative, and mixed approaches to reach different results. This research study is particularly predominantly qualitative because it seeks to come up in-depth analysis of the situation at hand. In-depth analysis would give enough time to ponder over those important questions which should concern us (Rugh & Bossert, 1998). Another reason is the aim is to explore from all possible dimensions leadership role which results in the improvement of the school. This research is also descriptive in nature as it seeks to find out some results pertaining to a model which already exists outside the boundaries of Pakistan. Now the aim is to apply this model inside the particular environment of Pakistan in order to find out if results are going to be any different.

Questionnaires and semi-structured interviews was conducted in order to ascertain whether there really exists a relationship between the effective leadership of a principal and school improvement. Semi structured interviews are more likely to arms ourselves with most important information which is deep, profound and that is it. Semi structured interviews are most likely to be formal and they lack the chance of being with the family. Design of the study

Results and Discussion

The Pearson correlation finds the relationship (positive and negative) among independent and dependent variables. The co relational value falls between up to 1, whereas the sign reveals the influence of one variable on the others as positive or negative. The statistical results revealed that the principals do have many of the leadership qualities which are required to compete with the modern world.

Principals arrange educational programs for students and always try to keep in touch with them for the solution of their problems

Table.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	18.0		
	Agree	97	46.0		
	Neutral	41	20.5		
	Disagree	23	11.5		
	Strongly Disagree	8	4.0		
	Total	200	100.0		

There is no denying the veracity of the fact that half of the respondents agree to the fact that the students have cordial relations with the principals. In other words, the principals are in constant touch with the students which helps them keep in touch with the affairs and problems of the students. Keeping a vigilant eye on them makes it easy for them to know that under what kind of circumstances do the students live and under what circumstances do they study. Being acquainted is very essential for a principal in order to become a highly influential leader as a leader should know all the activities of the students and the environment should be changed accordingly. 46 percent of the respondents agree to the point that the principals enjoy cordial relations with the students to the limit that they should know their problems. Besides that, a very less number of the respondents disagree to the point that the principals at the schools of Chilton Town are cooperative. To them, they are very strict and being very strict

makes them very distant from the students. The more distant they are from the students the more they get far from the problems that persist at schools.

Table 2

Frequency and percentage of the principals of Chilton schools are very good at Communication skills, planning, implementing, supporting, advocating, communicating and monitoring

Statement	frequency	percentage
Strongly agree	36	18.0
Agree	92	46.0
Neutral	41	20.5
Disagree	23	11.5
Strongly Disagree	8	4.0

In this given chart which is shown above, the respondents which involved the parents, the members of the civil society and others from the areas of Chilton Town who gave their opinion saying that the principals are effective in the communication skills. The majority of them showed their agreement 69.5 percent of the respondents agreed upon the above mentioned fact with regards to the leadership quality of the principals. As the communication skill grows strong, the principal can tackle other issues of the schools with ease. As the communication skills make the very base for the further planning and monitoring of the activities of the schools, therefore, it is very easy for a person to deal any uncertain circumstances with any uncertain circumstances if the communication skills are well enough.

Establishment of pressure groups by staff members creates hurdles in achieving productive goals.

Table.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	13.5	13.5	13.5
	Agree	111	55.5	55.5	69.0
	Neutral	49	24.5	24.5	93.5
	Disagree	10	5.0	5.0	98.5
	Strongly Disagree	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

The overwhelming majority of the people show their agreement with regard to the creation of the pressure groups at schools and these pressure groups later on exert pressure on the principals and other administrative officers in order to attain their vested interests. Given the fact in point, it creates enormous hurdles in the creating a productive environment which is highly injurious for the creativity of the students as a whole. These lobbies sometimes get so much powerful that they disturb the entire process of the activities of the principals, thus badly affecting their leadership qualities. A novel paradigm of leadership, instructional leadership, is now frequently investigated and practiced in many schools. Leadership for a principal becomes non-existent if the hurdles are not overcome and instead allowed to mount over. As a matter of fact, this is true in the case of the principals of Chilton Town.

Discussion

A leader is not defined by the family background, neither the position it holds nor the treasures it holds, as a matter of fact, a leader is defined by the skilled guidance to the people and the followers. A leader is a person who seeks a path that is coherent and destined to achieving the aspired goals. A leader is a person who is willing to sacrifice and lay down the wishes and personal aspirations for a community or a nation. In the similar fashion, a principal is a figure, whose leadership is often neglected and ignored in our society. The management and leadership role of the principals of the schools and colleges of Pakistan is never appreciated. In fact, they are condemned

and criticized whenever there is a loophole in the system which, if seriously analyzed, is neither the fault nor the creation of the principal.

He is the instrument of change and the change agent who modifies and sacrifices the path for the students, in fact, of the entire generation that how to pace with the new realities of the world once the students pass out from the schools. They are the key to the undeniable change in the society. The history bears testimony to the fact that principals have created future leaders who later on changed the face of the countries and nations through their political, cultural, economic and social reforms. The base from where they got the energy and the strength to face the challenges of real life and the inspiration they received to take bold decisions came from the motivation of the principals. The leadership skills they learnt came from the principals at the time of the schools where they saw in them the guidance and the courage of decision making in times of need.

As the data was gathered through the questionnaires that were filled by the students, teachers and parents of the town of Chilton with regards to the performance of the principals at the schools of the town, few tables and graphs were gained through the SPSS formula. Thus, the tables and graphs given above are analyzed in this portion in the context of the performance of the principals in improving the standards of education with the creative leadership and management skills.

Communication skills, planning, implementing, supporting, advocating, communicating and monitoring of the principals of the schools of Chilton Town is remarkable as seen from the results and findings in the above mentioned tables passed through the SPSS formula. This shows how the principals have kept tight the study chain at the schools. Communication skills are very essential to deal with the parents of the children and they are also essential to attract other donors in times of needs. Besides, the communication skill is very essential in periods of visits from the higher officials in order to attract their attention toward the immediate and long term needs of the schools and their structures.

Once the communication phase is successful and over, then comes planning. No one can be called a leader if the person lacks the quality to do planning that how to and where to invest the resources and the funds received from the ministry of education or how to conduct the scholarships often announced from other elite schools or foundations. Frequent meetings are

important as well as they keep a check on the activities of the students as well as on the teachers and other administrative staff. Frequent meetings bring certain loopholes and problems in the notice of the principals that need immediate attention of the principal in order to get rid of them. Therefore, another key aspect of the principals of the schools of Chilton Town in the phase of their leadership is their implementation plan. A leader does not necessarily always give command and rules, but a good leader is a person who takes the entire administration along with him or her.

Therefore, supporting or advocating the staff and appreciating them for the god needs and innovations and for the programs conducted is a main part of the leadership of the principals. Monitoring is the last, but a very important aspect of leadership. Keeping a vigilant eye on the studies and entire schedule of the schools, keeping a vigilant watch on the behaviour of the faculty and their relations with the students, keeping a strict eye on the behaviour of the students and their social circles are also some of the very critical parts of the leadership of the principals which are glaring inherent in the principals of the schools of Chilton Town.

There is no denying the fact that the establishment of pressure groups by staff members creates hurdles in achieving productive goals. In the schools of Chilton Town, this menace is seriously taking pace with the passage of time. The pressure groups are increasing and exerting heavy influence upon the principals. Without an iota of doubt, the principal do contain and check their influence, but many faculty members along many administrative members have political backgrounds which sometimes gives much hard time to the principal to deal with. This happens especially in the time of the new appointments in the schools.

There is of course merit based criteria for appointment, but sometimes, the political pressure surpasses the merit and every pressure group lobbies to bring their own people in the staff. Even the pressure groups try to create hurdles in the promotion of the neutral staff members which is a very precarious situation to explain in the schools. Furthermore, Principals arrange educational programs for students and always try to keep in touch with them for the solution of their problems which is highly appreciable. The principals do invite the parents and the other important figures from the civil society to garner support for the educational programs and to motivate the students.

Principals involve in favouritism and nepotism among the teachers as well as the students. While distributing the questionnaire and conducting the SPSS to analyze the data, it was revealed that many parents and outsiders complain of the favouritism by the principals. Even if they do not do favouritism and nepotism by themselves, their silence is promoting this culture in the schools of Chilton Town which is very astounding and must be a great reason to worry. Favouritism and nepotism eats the capacity building like a termite and drives all the energy and skills along the talents of the students to the vain.

Conclusion

In order to measure the progress of a school, the leadership of the principal is regarded as the backbone. For measuring the leadership and managing skills of a principal, it is essential to measure the responsibility of the principal to regulate and monitor the affairs of the school. In the absence of the given qualities, the principal is just an ordinary person who is just performing the duty without paying attention to the very basics of the job the principal is doing. It is more or less out of the question to see the progress and improvement of the educational standards in a school if the principal does not hold itself accountable for all the actions and inactions within the structure of the school. However, the principals of schools of Chilton Town are much more advanced in this regard. They are well educated and their leadership and management skills are highly mature. The fact of the matter is that they possess the capacity to adapt with the changing needs and demands of the modern world which is by all means the prerequisite for developing countries like Pakistan.

Key recommendations

The standard of education at the schools of Chilton Town is very good, but there is always need for improvement. There is always room for capacity building not only for the students and others, but also for the principals. The principals are doing their job well enough, but there are certain areas where they must put emphasis in order to further improve their own skills as well as upgrade the standards of education at their schools. First, they must pay heed to complaints of the parents and the community members over favoritism and must end this menace immediately.

Secondly, they must conduct faculty performance appraisal reports on regular basis which must be conducted under a neutral environment and then they must be dispatched to the ministry of education and the future promotions, transfers and demotions of the faculty members must be based on these given appraisal reports.

Thirdly, there must be constant parents meetings where the parents must be apprised of the study level of their children and their performance. Fourthly and lastly, the funds must not be allowed to be misused or embezzled by the administrative staff or by other external sources and the principals should actively participate in the administrative process in order to control the misuse of the resources. Only then the future generation from these schools can pace with the modern world and its challenges.

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