

INTERVENTIONAL ROLE OF PRINCIPALS' DO MAKE DIFFERENCE IN SCHOOL EFFECTIVENESS: TEACHERS' PERSPECTIVE

¹Parveen Khan & ²Mohammad Iqbal

¹*Institute of Education and Research, University of Peshawar*

²*Sarhad University of Science and Information Technology, Peshawar, KPK, Pakistan*

ABSTRACT

Keeping in view the different dimensions of principals' role, the current study was designed to know how they intervene for school effectiveness. It was a descriptive study which was conducted in Government Girls' High Schools at Secondary Level in Peshawar City, Province of Khyber Pakhtunkhwa. The population of the study included 270 senior teachers of government girls' high schools. Of those 90(33.3%) teachers were randomly selected. The data were collected through closed- ended opinionnaire based on 5 Likert Scale containing 38 statements. The qualitative and quantitative treatment was given by using simple frequency distribution and percentages duly supported by graphs. The conclusions drawn from the study indicated that all the teachers agreed that principals were considered important contributors and threshold guardian of the school. They intervene in school effectiveness by involving teachers, parents and community in school-based decisions, possessing leadership qualities, providing written feedback to teachers, visiting classrooms on daily basis, communicating their vision in the form of objectives. The study made recommendations for improving the interventional role of principals which included developing conducive environment to teaching learning process, ensuring proper utilization of funds, developing good relations with staff, recruitment of committed and competent teachers and complete ban on political intervention.

Keywords: Principal, effective school and implementable suggestions.

INTRODUCTION

The role of principals has been changed because of the rapid growth in technology, the different expectations of the stakeholders and diversity in education. The current education system assigns routine role to school principals. The entire world has now become a global village. We can no longer keep ourselves isolated from the rest of the world. The educationists in Pakistan have to make themselves aware of what happens in the developed world. There appears timely need to modernize the education system of Pakistan. Today principals implement the policy of the government in whatever form it comes to them and have little contribution to reform education. They should be innovative, progressive and productive in their performance. The study was aimed at providing guide lines for all those who are responsible for school effectiveness at secondary level. The implementation of the

outcome of the study will also help principals to ensure school effectiveness. Principals have a significant effect in maintaining high quality, improvement, school effectiveness and success of the school. They are the linking-pins between teachers, students, management as well as community. Principals are considered as important contributors for school effectiveness. They intervene for school effectiveness by engaging themselves in various school activities, through their multi- dimensional roles and actions such as promoting collegial environment, completion of courses in due time and clear visions translated in the form of objectives to the staff, focus on academics, take corrective measures on the spot, possessing leadership qualities and provide assistance and support to teachers through their professional feedback.

Objectives of the Study

The following were the main objectives of the study:

- To explore the current interventional roles of principals for school effectiveness.
- To find out how do principals'

Literature Review

Reddy (2006) documented that principals were mostly responsible for maintaining school building, equipping school plant and ensuring adequate infrastructure of the to make efforts to provide all those basic facilities to the learners and teachers to make learning effective and bring improvement in schools.

According to Khan et al. (2009) heads of secondary schools must persuade teachers to equip themselves with modern skills and competencies. They should also support them in case of their disappointment and acknowledge their endeavours which will help promote collegiality among all those in the school organization. This approach can also be useful for achievement of school objectives. However, these strategies are very rare in school organizations of Khyber Pakhtunkhwa Province of Pakistan. Negative feelings and attitudes are prevailing among teachers which result in adversarial relationships. Teachers are affiliated with political parties and have little concern for their professional responsibilities.

According to Fida (2011:27) principals of effective schools expected that faculty members should demonstrate collegiality in the school organization. They persuaded teachers to share their professional knowledge with each other and provide themselves as models. They should also appreciate their good work in the form of rewards. Their positive relationships will provide them chances to have a friendly discussion on school- based issues.

actions contribute to school effectiveness.

- To make recommendations for improving the current interventional role of principals' for school effectiveness.

school. In order to improve school effectiveness, they were expected to provide clean environment to the school. Principals were expected

Robbins & Alvy (2009) viewed that school principals were in a better position to take initiative and take staff, parents and community with them. Bringing school and community closer would result in better learning opportunities and better school climate for the benefit of all concerned.

According to Gurr & Drysdale (2007) principals made significant contributions to schools particularly in the areas of capacity building and teaching learning process. Their findings revealed that principals' personal traits, work behaviour, beliefs and values made difference in schools and on students' outcomes.

Linn, Sherman & Gill (2007) viewed that it was extremely evident in this era of standards and accountability that the principals' role was critical in terms of the overall success of a school leaving no doubt that the job was extremely complex and demanding, requiring new skills in school leadership.

Davis et al. (2005) documented in their research that the role of principal was important in leading the school to the apex of excellence. They further revealed key findings of their research, which included the essential elements of good relationship; commitment of competent teachers and implementation of school strategies.

Portin, Schnelder, DeArmond & Gundlach (2003) viewed, powerless were those school principals who could not select capable

teachers of their own choice and were not independent in scheduling the activities of their schools. It was because that they were not supported by policy makers and district level education officers but they were made responsible for everything without lawful authority to make decision.

Souls (2005) documented "Quality teaching was the school's primary task. The excellence of the secondary schools should be measured against the quality of teaching and learning experiences the learners had in **Effective schools**

Bergeson & Heuschel (2004:2-6) identified factors that promoted school effectiveness. Their studies primarily focused on districts that had shown improvement especially at secondary level. According to them a couple of things contributed to school effectiveness. Those included capable school leadership; According to Scallion (2010:92-93) positive school climate laid foundation for effective schools, which is effected by the interventional role of principals who take the responsibilities upon themselves to provide such environment to the schools that was conducive to proper teaching process. This is shown by the interrelationship between the principals' behaviour, school climate and school effectiveness. Principals performed this role for improving the learning and work climate by creating conditions and use of different roles including, but not restricted to, the school home relationship.

Jantzi et al. (2004) concluded that principals exercised a measurable effect on school effectiveness and students' achievement. They further documented that leadership provided by a school principal exerted indirect influence on students' achievement through the school climate they created and that they inspired trust among students and teachers, caring about the promotion of a climate for collaboration. Professional behaviour and open communication among teachers and between teachers and the

the school. The secondary school principal should, through the teaching staff, be geared to make effective teaching and learning possible, so that the students benefit the most. The principal was also responsible for creating such conditions in the school in which the learner could receive quality instruction both inside and outside the classroom and be sure that the school had adequate resources to facilitate teaching learning process".

continuous efforts for improvement; use of effective teaching style; holding teachers accountable for their work and curriculum that was relevant to professional development and effective classroom strategies.

school administrators. Principals were considered essential.

A report by Patricia et al. (2005:27) at the meeting of Prichard Committee for Academic Excellence documented that effective schools depended largely on the commitment of principals and teachers, who also took the parents in confidence and maintained the culture for mutual respect, cooperation and excellent performance.

According to Bergeson (2003:3-4) effective schools had clear and shared focus; maintained quality; had a belief that all students can perform well; the principals were capable and devoted to improve instruction and administrative strategies; there was continuous supervision of teaching learning process by principals who persuaded professional development of teachers; set school climate for effective learning and strengthened home school relationship.

Another perspective was advanced by Everard, Morris & Wilson (1999:1) that school effectiveness depended on the interventional role of a principal, the support

of the teaching staff for implementing the clear vision and plan of activities in line with the school programme of curriculum implementation; regular appraisal of the work of pupils in order to make programme more effective and promote students achievement. This will require formulation of action plan and setting school climate for achieving objectives and efficient management of school finances improving the programme of study and students achievement, and having specific maintenance of students' discipline.

Methodology

The population of the study included all the 18 government girls' high schools and 270 senior teachers of those schools in Peshawar city. The sample was all the 18(100%) government girls' high schools and 90(33.3%) senior teachers, who were by necessity randomly selected as the large

- 1) The principal should have the clear vision about the school, staff and students.
- 2) The principal should be knowledgeable, cooperative and decisive.
- 3) The principal should be in contact with students and parents.
- 4) The principal should enhance the community relationship.
- 5) The principal should check the performance of teachers and point out their strengths and weaknesses.

number of teachers could not be covered. The tool of the study was closed-ended opinionnaire using 5 point rating scale i.e 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' comprised of 38 items for teachers in order to collect relevant data. The primary data were collected from teacher through opinionnaire while secondary data were collected from office record, documents and review literature. The study used both qualitative and quantitative approach. The qualitative data were collected through closed-ended opinionnaire. Simple frequency distribution and percentage was used for quantitative data duly supported by graphs. It is not possible for the researcher to discuss all the 38 statements here. So one method is to summarize all the 38 statements of the opinionnaire in 08 statements under same category as given below:

- 6) The principal should prepare and maintain the school record properly.
- 7) The principal should have clear plans about the physical & instructional facilities.
- 8) The principal should be a role model.

Statistical and Graphical Analysis of Teachers' Responses

The responses of 90(33.3%) senior teachers of Government Girls' High School of Peshawar City (Pakistan) were subjected to statistical analysis by using simple method of frequency and percentages.

Table-1: Principals should have Clear Vision about School Staff and Students

Statistics

Factor

N	Valid	360
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	147	40.8

Agree	192	53.3
Un Decided	11	3.1
Disagree	8	2.2
Strongly Disagree	2	.6
Total	360	100.0

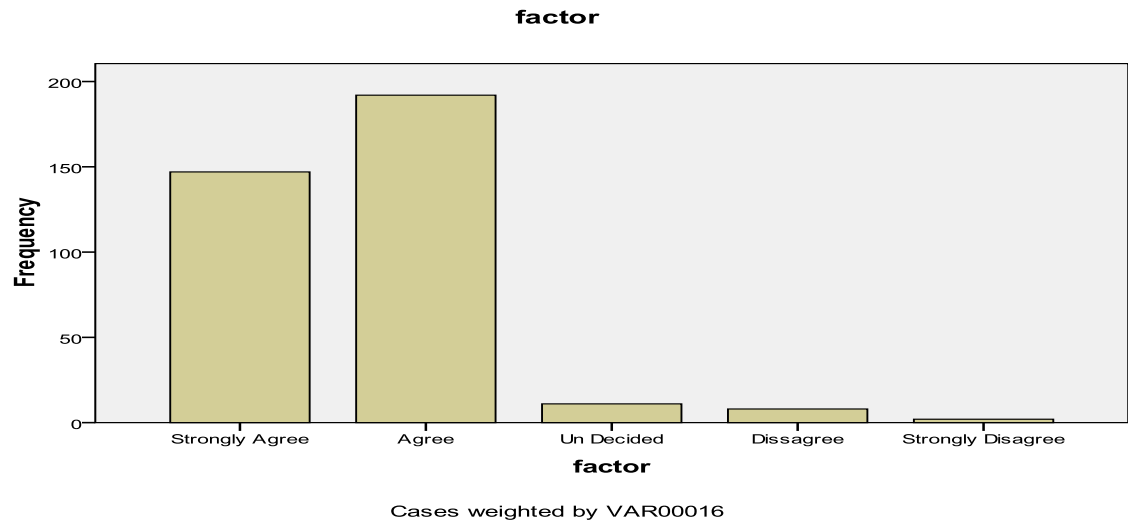


Figure-1: Principals should Clear Vision about School, Staff and Students

The analysis of data in Table-1 indicated the frequency of ‘strongly agreed’ responses which was 147 (40.8) while ‘agreed’ responses were 192 (53.3%). The frequency of ‘undecided’ responses was 11 (3.1%). The ‘disagreed’ got 08 (2.2%) responses

whereas ‘strongly disagreed’ received 02 (.6%). The analysis revealed that majority e.g. more than 93%, responses supported the statement that principals’ should have clear vision about school plans and staff. Figure-1 further explained the data.

Table-2: Principals should be Knowledgeable, Cooperative and Decisive

Factor

N	Valid	810
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	411	50.7
Agree	349	43.1
Un Decided	23	2.8

Disagree	21	2.6
Strongly Disagree	6	.7
Total	810	100.0



Figure -2: Principals should be Knowledgeable, Cooperative and Decisive

The analysis of data in Table-2 revealed that frequency of ‘strongly agreed’ was 411 (50.74%) while ‘agreed’ responses were 349 (43.1%). The frequency of ‘undecided’ was 23 (2.8%). The ‘disagreed’ got 21(2.6%)

responses. Another, ‘strongly disagreed’ received 06 (.7%). Consequently majority e.g. more than 93%, responses supported the given assumption. The data were further depicted in Figure-2.

Table-3: Principals should be in Contact with Students and Parents (3.1 to 3.7)

Statistics

Factor

N	Valid	630
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	369	58.6
Agree	246	39.0
Un Decided	10	1.6
Disagree	5	.8
Total	630	100.0

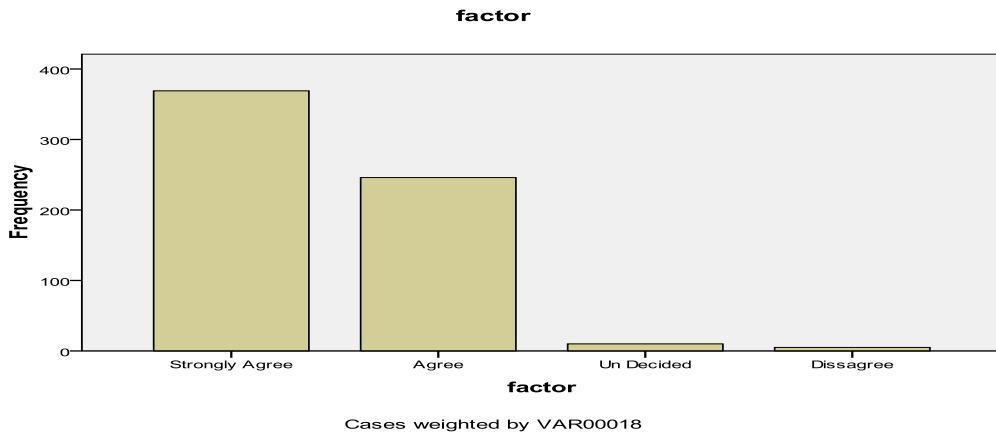


Figure-3: Principals should be in Contact with Students and Parents

The analysis of data in Table-3 disclosed that frequency of ‘strongly agreed’ responses was 369 (58.6%) while ‘agreed’ responses were 246 (39.0%). The responses of ‘undecided’ were 10 (1.6%). The in Figure-3.

‘disagreed’ got 05 (.8) and ‘strongly disagreed’ received zero responses. Thus majority e.g more than 97%, responses supported the given statement. The data were further made meaningful

Table-4: Principals should Enhance the Community Relationship (4.1 to 4.4)

Statistics

factor

N	Valid	360
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	144	40.0
Agree	191	53.1
Un Decided	9	2.5
Disagree	15	4.2
Strongly Disagree	1	.3
Total	360	100.0



Figure -4: Principals should Enhance the Community Relationship

The data of analysis in Table-4 revealed that frequency of ‘strongly agreed’ responses was 144 (40%) and ‘agreed’ responses were 191 (53.1%). The responses of ‘undecided’ were 09 (2.5%). ‘Disagreed’ received 15 (4.2%) responses while ‘strongly disagreed’

got 01 (.3%). The crux of the analysis is the majority e.g more than 93% supported the statement. The data were further elaborated in Figure-4

Table-5: Principals should Check the Performance of Teachers and Point Out their Strengths and Weaknesses (5.1 to 5.7)

Statistics

Factor

N	Valid	630
	Missing	0

Weaknesses (5.1 to 5.7)

Factor

Options	Frequency	Percent
Strongly Agree	323	51.3
Agree	275	43.7
Un Decided	16	2.5
Disagree	15	2.4
Strongly Disagree	1	.2
Total	630	100.0

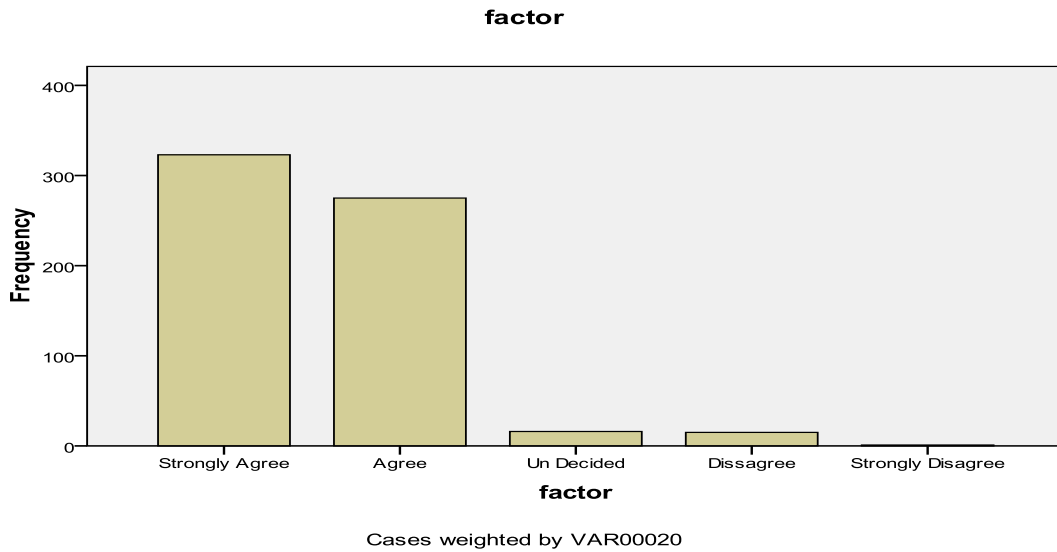


Figure-5: Principals should Check the Performance of Teachers and Point Out their Strengths and Weaknesses

The analysis of data in Table-5 showed that frequency of ‘strongly agreed’ was 323 (51.3%) while ‘agreed’ responses were 275 (43.7%). The responses of ‘undecided’ were 16 (2.5%). The “disagreed’ responses received 15 (2.4%) and ‘strongly disagreed’

got 01 (.2%) responses. Thus majority e.g more than 94% responses held the opinion that teachers’ performance should be checked by principals on regular basis. The data were further revealed in Figure-5.

Table-6: Principals should Prepare and Maintain the School Record Properly (6.1 to 6.3)

Statistics

factor

N	Valid	270
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	114	42.2
Agree	123	45.6
Un Decided	16	5.9
Disagree	17	6.3
Total	270	100.0

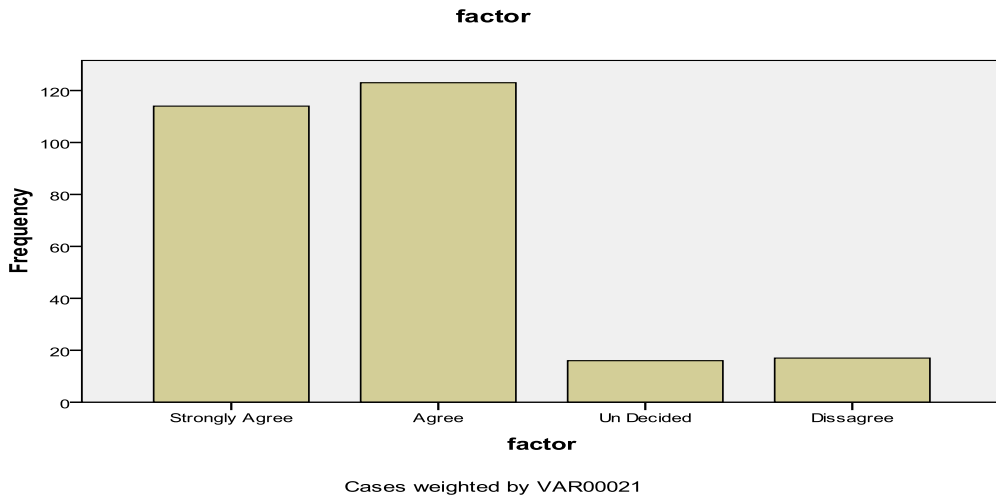


Figure-6: Principals should Prepare and Maintain the School Record Properly

The analysis of data in Table-6 disclosed that frequency of ‘strongly agreed’ was 114 (42.2%) while ‘agreed’ responses were 123 (45.6%). The ‘undecided’ responses were 16 (5.9%). ‘Disagreed’ received 17 (6.3%) and

“strongly disagreed’ got zero response. It was revealed from the analysis that majority e.g more than 87 % responses supported the given assumption. The data were further elaborated in Figure-6.

Table-7: Principals should have Clear Plan about the Physical and Instructional Facilities (7.1 to 7.3)

Statistics

Factor

N	Valid	270
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	161	59.6
Agree	98	36.3
Un Decided	10	3.7
Disagree	1	.4
Total	270	100.0

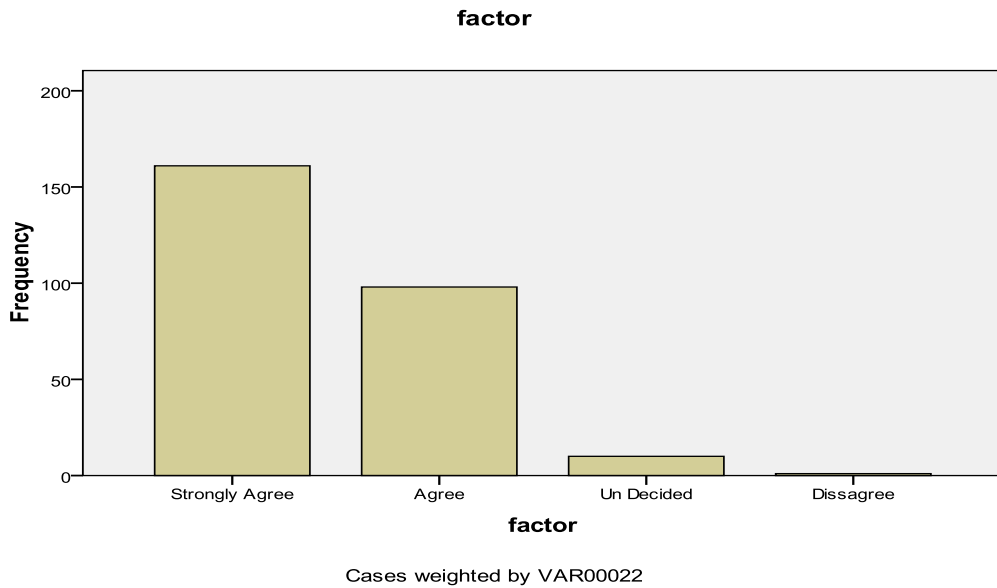


Figure-7: Principals should have Clear Plan about the Physical and Instructional Facilities

The analysis of data in Table-7 revealed that the frequency of responses of ‘strongly agreed’ was 161 (59.6%) while ‘agreed’ responses were 98 (36.3%). The frequency of ‘undecided’ responses was 10 (3.7%). The ‘disagreed’ responses were 01 (.4%)

and ‘strongly disagreed’ received zero responses. The overall position was that majority e.g. more than 95 % responses supported the given assumption. The data were further depicted in Figure-7.

Table-8: Principals should be Role Model (8)

Statistics

factor

N	Valid	90
	Missing	0

Factor

Options	Frequency	Percent
Strongly Agree	63	70.0
Agree	24	26.7
Un Decided	3	3.3
Total	90	100.0

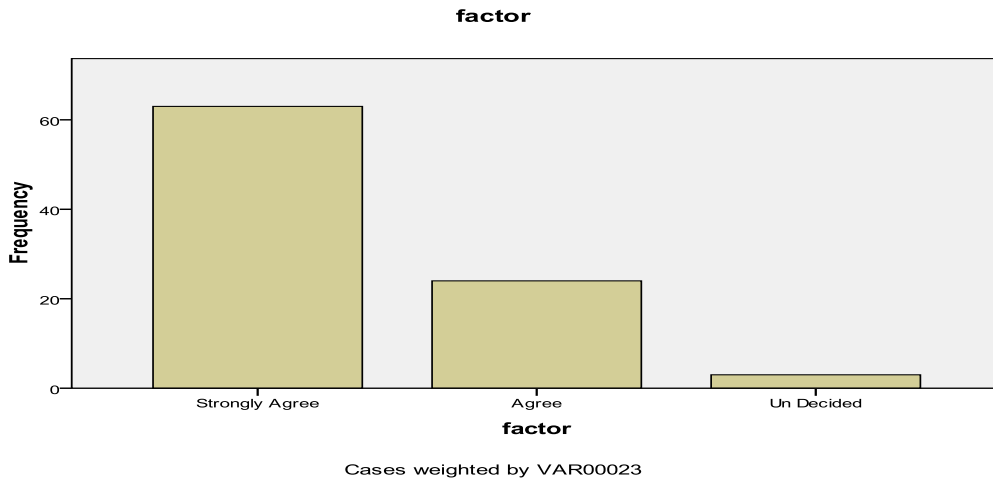


Figure-8: Principals should be a Role Model

The analysis of data in Table-8 revealed that frequency 'strongly agreed' was 63(70%) while 'agreed' responses were 24 (26.7%). The 'undecided' responses were 03 (3.3%). The responses 'disagreed' and 'strongly disagreed' received zero response. The crux of the analysis is that majority e.g more than 96%, responses supported the given statement. The data were further illustrated in Figure-8.

CONCLUSION

It was found that principals/headmistresses of government girls' high schools of Peshawar city (Pakistan) currently intervened through their efforts for school effectiveness in different ways by using all possible means that included, but are not restricted, by ensuring effective monitoring and supervisory system of students activities; allocation of classes to teachers; clear vision about long and short term expectations about the school; providing instructional facilities to teachers and students; exercising administrative control for maintaining discipline; assigning duties to support staff; having linkages with communities; providing value leadership; coverage of courses in due time ; coordination with staff about school

decisions, ensuring the regular attendance of teachers and students and setting school climate conducive to proper teaching learning.

Recommendations

The study suggested that principals could play effective interventional role for school effectiveness when they have clear vision and are able to translate their vision to staff in terms of objectives; work as a democratic leaders; ensure effective instructional supervision; follow a procedure for incentives and disincentives; ensure punctuality of teachers and students; providing instructional facilities and positive feedback to teachers and students; teachers' commitment to the profession of teaching; students' willingness to learn for the sake of learning; a consideration of orientation courses for teachers; promoting pedagogical skills of teachers and development of their own administrative and managerial skills and apply of new technologies in teaching learning process.

REFERENCES

- Bergeson, T., & Heuschel, M.A. (2004). *Characteristics of improved school districts: Themes from research*(pp.2-6). Olympia, Washington DC: The Urban Institute Office of Superintendent of Public Instruction.
- Bergeson, T. (2003). *Nine characteristics of*

high-performing schools: A research based resources for school leadership terms to assist with the school improvement process(pp.3-4,6). (1st ed.). Olympia, Washington, DC,USA: The Urban Institute Office of Superintendent of Public Instruction.

Davis, S., Hammond, LaPointe, M., & Meyerson, D. (2005). *School Leadership study: Developing successful principals* (pp.1,5). Commissioned by Wallace Foundation. Stanford University: Stanford Educational Leadership Institute.

Everard, K., & Morris, G. & Wilson, J. (1999). *Effective school management*(p.1). English language edition. Greek: Paul Chapman Publishing Ltd.

Fida, A. (2011). *Impact of the role of principal in setting school climate* (p.27). (Unpublished thesis). Peshawar: Abasyn University.

Gurr, D., & Drysdale, L. (2007). Models of successful principal leadership: Victoriaca studies (p.39). *Studies in Educational Leadership*, 5, 39-58.

Jantzi et al. (2004). Strategic leadership for large-scale reform: The case of England's numeracy and literacy strategy. *School Leadership and Management*, 24 (1), 57-79.

Khan, Z., Khan, U.A., Shah, R & Iqbal, J. (2009). Instructional leadership, supervision and teacher development (p.590). *The Dialogue Quarterly Research Journal*, 4(4), 581-592. Peshawar: Qurtaba University,

Pakistan.

Linn, G., Sherman, R. & Gill, P. (2007). *Making meaning of educational leadership: The principal ship in metaphor* (pp.170-171). *NASSP Bulletin*, 91(2), 161-171.

Patricia et al. (2005, February). *Inside the black box of high-performing and high poverty school* (p.27). Prichard Committee for Academic Excellence. Lexington, Kentucky.

Portin, B., Schnelder, P., DeArmond, H. & Gundlach, L. (2003). *Introduction: Making sense of leading schools. A study of the school principal* (p.8). Center on Reinventing Public Education. University of New York, USA.

Reedy, R.S. (2006). *Administration of secondary education* (pp.214, 148). New Delhi (India): Rajat Publications

Robbins, P., & Alvy, B.H. (2009). *The principal's companion: Strategies to make the job easier* (3rd edition) Thousand Oaks, CA: Corwin Press.

Soul, J.A (2005). The changing role of the secondary school principal in building sustainable communities (p.1). Unpublished Dissertation. South Africa.

Scallion, S.E. (2010, May). *The voice of elementary school principals on school climate* (pp.92-93). Open Access Dissertations: University of Massachusetts Amherst.