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Principals' Intermediations Role for School Efficacy: A Case Study of Secondary Schools of District Attock

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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 to explore the current intermediations roles of principals for school efficacy and to find out the principals' contribution in school efficacy. 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 teachers at the Government High Schools of tehsil and District Attock were the sample of the study. For data collection, researcher used Simple Random Sampling technique. A questionnaire developed on five Likert 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.

Key words: Intermediations, Supervision, Leadership, Management.

Introduction

Principals serve as the guardians of their schools, and they have a significant impact on professionalizing the teaching and learning process in all forms that contribute to educational development (Akram *et al*., 2022). They are accountable for all school activities, and their leadership and management skills support teachers in their professional work. 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 simplifying the real-life 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 a proper teaching-learning process.

Williams (2002) conducted a study and based on the findings of his study; he gave guidelines that are necessary for effective meetings:

1. Make and then follow the predefined agenda.
2. Only those members need to be invited who need to be at the meeting.
3. Follow up the meeting with minutes.
4. Time management should be followed and
5. List outcomes, not subjects.

Principals play a crucial role in promoting school effectiveness. They engage themselves in school routine activities, foster an educational institute environment, set academic goals and visions, address issues promptly, and provide teachers with professional feedback and support. Therefore, principals need to perform their duties effectively, as their interventions can lead the school to excellence. These interventions consist of various programs 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 plays 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, disseminator, task giver, spokesperson, visionary, entrepreneur resource allocator, and negotiator.

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 to next class and transfer from one school to another school.
3. School timings of working hours, timetable.
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, results, and all other related activities.

Based upon the following assumptions the researcher assumed the following gasp in the study.

Principals' role has transformed 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 satisfactorily discovered 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 intermediation roles of principals for school efficacy.
2. To find out the principals' contribution to 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 to 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 developing part of principals in confirming educational institutions' efficacy.

Literature Review

Day *et al*. (2000) conducted a study and they found that the principals of schools acted as facilitators to certify the accomplishment of the school. They were focused on prosperity and also on the improvement of students as well as on staff and they highlighted decisions made by all of them. Their objectives and aims were clear for all stakeholders 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. To modify and reform education, Hallinger (2004) claimed that policymakers from all over the world have focused on school principals. The study explored that principals are the only managerial authority that could open doors for operative modification in the 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 principals as a result.

In their study, Hallinger & Kantamara (2000) discovered that school principals prioritized the efficient use of their position while enacting systemic change. Thai principals 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 principals actively promoted professionalism in their schools. Principals who did not support and guide the teaching and learning process frequently received low effectiveness ratings. Principals who encouraged and supported a professional teaching community obtained good marks on the effectiveness scale. DuFour (2004) discovered that principals were in charge of building a school culture that supported learning processes 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 principals constantly emphasize 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 principals, which was presented at the American Economic Association Conference in 2001. The focus was always on improving teaching quality, and school principals were seen as important figures in this regard. Fullan (2001) provided evidence that the autonomy of schools needed principals 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 Principals

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 long-time optional heads of the school were perceived as vital to increase the school to the peak of importance. Be that as it may, solid proof because of the 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 their 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 in school systems in various nations. The report recognized arrangement rules to change the directors' jobs, making them independent, upgrading understudy picking up, drawing in and holding skilled educators, and further developing monetary and human assets of 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's 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 to 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's 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 styles 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.

Principals 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's abilities.

Managerial Skills of Principals

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 associations. The creators noticed that this was critical for further developing understudy accomplishments. 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 School Heads to Quality Teaching

Spirits (2005) expressed that the fundamental obligation of optional schools was to give quality education and growth opportunities for understudies. The outcome of an optional school ought to be assessed because of the nature of the education given. 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 School Head and Creation of School Climate and Culture

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

1. Bring improvement in the climate of educational institutions.
2. Develop and maintain the relationships among different administrators of the institution, educators, and students at 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. Guide new teachers.
8. Recruit competent teachers.
9. Provide 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 principals. The responsibility falls on principals to create an environment that is conducive to effective teaching and learning. This is demonstrated by the relationship between school 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 Principals

Harr (2004) stated that to achieve 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, principals must possess leadership skills and the necessary knowledge to implement effective strategies.

Vision and Mission of School Head

Memon & Bana (2007) stated that head teachers who have a clear vision of their schools can see the "big picture". The study found that heads of educational institutions of the 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 Principals in Instructional 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 observation of the arranged targets of the schools.

School 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 to 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 a fruitful school director's profoundly esteemed collegiality encourages staff collaboration and fabricates a culture grounded in fair and social convictions. It was the primary 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 to 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 ways of behaving.

Cooperative Effort of School Heads

Day et al. (2000) stated that there was ample evidence to suggest that principals 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.

Principals as Leaders

In a study conducted by Suraya and Yunus (2012) on the impact of the leadership styles of principals on the academic achievements of students at secondary-level schools, it was revealed that the majority of teachers had a favorable opinion about their principals' leadership styles. The principals played an important role in promoting the 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 painstakingly one of the most significant factors contributing to school effectiveness.

Effective Principals

Fenwick and Pierce (2001) suggested that effective principals had teaching experience and comprehensive knowledge of subjects, pedagogy, classroom management, and student development. Grissom & Leob (2011) also supported the crucial role of effective principals 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 principals' responsibilities were limited to management and administrative duties, and the significance of their leadership role was overlooked. However, it was realized that principals might be properly trained to increase school efficacy and advancement, which would improve the effectiveness of school leadership.

Method

The study was a survey in nature and aimed to examine various aspects of how principals 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, Sample, and Sampling Technique

Principals from 19 Public Boys' High Schools, and 125 Senior Science Teachers/Secondary Schools Educators (SST/SSE) of district Attock, Punjab was the population of the study. This specific study was conducted in district Attock. It was, therefore, needed of the study to take a 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, Data Collection, and Data Analysis

A Closed-Ended questionnaire was used as a research tool which was developed on a Likert scale and consisting of 22 items having five options from "Strongly Agree" to "Strong Disagree". 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 the research study. The reason for its importance is that the conclusion of the study is founded on the data collected in the data collection step. Researchers personally visited the schools, asked permission before entry, and then distributed the questionnaire to take responses from the respondents' Principals and Teachers. 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 the association between two or more groups, populations, attributes, categories, or criteria. The data collected was also analyzed by calculating the percentage.

Results and Analysis

The examination worked with the most common way of sorting out, confirming, and deciphering information, which gave a viewpoint and reasonable system to the review that upheld ends. The information examination likewise assisted the review with decreasing huge volumes of information and producing 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	The principal has crystal instructions and guidelines for the school which are Followed by the teachers.	70 / 70%	15 / 15%	2 / 2%	7 / 7%	6 / 6%	160.7
2	The principal is democratic in decision-making about Teachers.	34 / 34%	24 / 24%	8 / 8%	23 / 23%	11 / 11%	22.3
3	The principal remains Impartial in assigning Duties to teachers.	53 / 53%	17 / 17%	5 / 5%	16 / 16%	9 / 9%	73.0
4	The principal is facilitating teachers in their professional growth.	48 / 48%	23 / 23%	2 / 2%	14 / 14%	13 / 13%	60.1
5	Principals are conducting classroom observation to evaluate teachers' performance	59 / 59%	27 / 27%	3 / 3%	7 / 7%	4 / 4%	114.2
6	Principals are acknowledging and rewarding the teachers for their efforts.	29 / 29%	18 / 18%	9 / 9%	27 / 27%	17 / 17%	13.2
7	Principals are helping teachers in solving classrooms problems.	43 / 43%	19 / 19%	12 / 12%	14 / 14%	12 / 12%	34.7

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

Table 1 shows the calculated Chi-Square (χ^2) for all the seven statements. 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 the 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	The principal is promoting a collegial and cooperative culture in schools.	31 / 31%	17 / 17%	13 / 13%	21 / 21%	18 / 18%	9.5
2	The principal is providing guidance services to the students.	29 / 29%	23 / 23%	11 / 11%	21 / 21%	16 / 16%	9.6
3	The principal develops and coordinates co-curricular activities for students.	33 / 33%	29 / 29%	9 / 9%	16 / 16%	13 / 13%	21.8
4	The principal is supposed to 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	The principal is encouraging students for their good behavior 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 (χ^2) calculated from the given data for all five statements. For statement 1, the value is 9.5 which exceeded 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 the 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	The principal supervises and evaluates the teaching-learning program implementation in schools.	63 63%	19 19%	2 2%	9 9%	7 7%	123.2
2	The principal is conducting regular parent-teacher meetings to discuss students' academic performance.	63 63%	27 27%	3 3%	6 6%	1 1%	137.2
3	The principal is developing a strategy for bringing improvement in students' performance.	43 43%	18 18%	9 9%	17 17%	13 13%	35.6
4	The principal is developing and reviewing an already developed policy for students' welfare.	61 61%	13 13%	7 7%	13 13%	6 6%	107.2
5	The principal is 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 statements. For statement 1, the value is 123.2 which exceeded the table value, hence the statement was found significant. Calculated Chi-Square from statements 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 the 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	The principal is promoting the school-community relationship.	43 43%	24 24%	4 4%	19 19%	10 10%	45.1
2	The principal is informing the stakeholders about the school's vision and policy.	39 39%	27 27%	7 7%	15 15%	12 12%	33.4
3	The principal is improving the physical environment of the school.	53 53%	19 19%	3 3%	16 16%	9 9%	75.8
4	The principal is focusing on the plantation of trees in the school.	59 59%	23 23%	2 2%	12 12%	4 4%	108.7
5	The principal is leading the community as a role model.	57 57%	24 24%	3 3%	3 3%	13 13%	100.6

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 statements. 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 the table value, therefore all the statements were found significant.

Findings

1. Findings of the study showed that the principal has crystal clear instructions and guidelines for the school which are followed by the teachers i.e., 70% of the total respondents show their responses as strongly agree.
2. Findings of the study showed that the principal is encouraging students to adopt good behavior and positive performance i.e., 63% of the total respondents show their responses as strongly agree.
3. Findings of the study showed that the principal is supervising and evaluating the teaching and learning programs implementation and the principal is conducting parent-teacher meetings to discuss students'

academic performance i.e., 63% of the total respondents show their responses strongly agree with both the statements.

4. Findings of the study showed that the principal is focusing on the plantation of trees in the school i.e., 59% of the total respondents show their responses as strongly agree.
5. Findings of the study showed that 70% of the respondents strongly agree that principals should have crystal clear instructions and guidelines for the school which should be followed by the teachers.
6. The findings of the study showed that 63% of the respondents strongly agree that heads of schools should encourage students to adopt good behavior and performance.
7. Findings of the study showed that 63% of the respondents strongly agreed that the principal should supervise and evaluate the implementation of teaching and learning programs and principal should conduct meetings with parents and discuss students' academic performance.
8. Findings of the study showed that 59% of the respondents strongly agree that the principal should focus on the plantation of trees in the school.

Conclusion and Recommendations

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

It is concluded from the findings of the study that the majority of the respondents strongly agreed that the principal should encourage students to adopt good behavior and performance. It is concluded from the findings of the study that the majority of the respondents strongly agreed that the principal should supervise and evaluate teaching and learning programs Implementation" and "principal should conduct parents teachers meetings to discuss student's academic performance. It is concluded from the findings of the study that the majority of the respondents strongly agreed that the principal should focus on the plantation of trees in the school. It is recommended that principals clearly define and explain rules for every employee of the institution so that they efficiently perform their duty. It is recommended that students be appreciated for their good behavior so that the rest of the students may be activated for good behavior. It is recommended that principals develop good relations with teachers so that they easily follow the guidelines provided by the principal. It is recommended that government institutions be provided free-of-cost plants so that they may plant them in their institutions. Provide regular training and professional development opportunities for principals to improve their leadership skills and knowledge of best practices in school management. Develop a comprehensive communication strategy for principals to effectively communicate with students, teachers, parents, and other stakeholders to promote transparency and trust. 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.

Delimitations

For better results, 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.

Declaration of Interest: The author declares that there is no clash of interests.

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