



Comparative Analysis of Managerial Practices of College Principals

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Abstract

The present study aimed to determine the perception of comparative analysis of managerial practices of college principals. It was the descriptive type of research. All educators in the field of education must practice good management. College principals have a variety of tasks and obligations to complete, thus they must be skilled at time management to do so effectively. Comparing college faculty perspectives of managerial techniques based on activities in their colleges was the main goal of the current study. The study was delimited to 51 public and private colleges of District Rahim Yar Khan. The total sample was 500 of which 46 principals and 454 teachers were selected by using a convenient sampling technique. A validated self-structured closed-ended questionnaire with a 5-point Likert scale was designed for data collection from a sample of two questionnaires consisting of a total of fifty (50) items. The researcher personally administered. The data were collected on master-sheet and tabulated for statistical analysis and percentages were computed. The findings show that college will be more effective with the principal's skills and expertise and there is a significant relationship between principals' expertise ($M=3.85$, $SD=1.348$) and academic performance ($M=4.23$, $SD=1.107$); $t= -1.052$, $P=.042$. We observe a positive correlation so the relationship is significant between factors at $\alpha=0.05$. So, the principal's expertise plays a very important role, the study suggests that not every leadership style is appropriate for every institution, and leaders should be skilled enough to employ the optimal style for the circumstance.

Keywords: Comparative Analysis, Managerial Practices, Principals



Introduction

The top position in the school is held by the principal. Based on his successful leadership, personality, experience, ability, and work efficiency, the Principal leads the school toward the specified goal (Sala, 2003). The Principal is needed in the school as much as the captain in the playground and the commander on the battlefield. The Principal is not a leader only because of being an administrator, the main parts of his leadership are strength, keen knowledge, and indomitable enthusiasm (Sidhar & Mehta, 2018).

The management of ensuring teachers' professional development falls on principals. Principals have to arrange workshops, seminars, and Coaching facilities for the teachers. Therefore, the Principal is like a leader who leads the teachers, staff, children, and parents. He is the guide of all school activities (Convertino & Graboski-Bauer, 2018). As a guide, it is the source of the coordinator who coordinates various activities and makes maximum use of the resources. The Principal is the teacher of the teachers. In this form, he guides the teachers in educational work and raises their educational level. As the Principal is, so will the teacher teach (Mohamed & Zainal Abidin, 2021).

Leaders and managers principals have to be experts in the field of education and should also have administrative capability. Moreover, the principal must have the capacity to coordinate with subordinates regarding the formulation of institutional policies. A crucial position in the school is held by the principal. He is the source of inspiration for the progress of the entire school. The Principal acts as a major force to maintain unity in the school, to maintain balance in various activities at the school, to maintain school traditions, and to move the school forward.

The Principal is a link between the internal and external administration of the school. Through managerial practices, a principal establishes the relationship between the internal system of the school with the external administration (Aggrey-Fynn, 2020). Primarily there are four different managerial functions that efficient managers use, plan, lead, control, and evaluate. Principals have to use these functions to encourage teachers, students, parents, and all members of society to participate in the formulation of educational policies. To get the cooperation of all to convert these policies into action to create a proper environment for study and teaching to establish coordination between various educational activities and the ideal and practice of education putting the right person in the right job. To make it simple removing the complexity of education work is fostering a culture of mutual respect and confidence among the employees while also giving them the necessary direction and assistance. We have to make evaluation



continuously effective and estimate its success. To give instructors chances for experimentation and study to enhance teaching approaches.

To get the cooperation of teachers, students, and all the people in the implementation of policies. It is the responsibility of the Principal to work according to the policies laid down by him and get the teachers to work. Create an environment for the teachers by giving them all kinds of facilities (Sulemana et al., 2010). When all the people make it easy to work according to their ability so that they can run the education system smoothly. For these, if they go right, then the job of the administrator or director remains only to coordinate and organize their work (George & Sabhapathy, 2010). The implementation of educational policies can be successful only when the Principal takes the responsibility of supervision as an administrator, according to the prescribed policy, starts the action at the right time, takes full cooperation of everyone, and takes the path of implementation if needed also help in the form of performance (Mohamed & Abidin, 2021).

The Principal, as an administrator, should develop the practical approach of his fellow teachers and create such an environment in the school that all the teachers together try to improve the teaching methods. To organize educational materials, a library or laboratory, school furniture, or sports equipment, the responsibility of purchasing all educational materials should be, not only on the associate teachers but also the responsibility using and maintaining them should be handed over. The work of examination and evaluation to get the knowledge of the academic progress of the students, such an arrangement should be made by the Principal so that all fellow teachers can get full support from him/her. After analyzing the test results, he/she should try to know what are the weaknesses of his/her students, to what extent they are having difficulties in learning the text and how can those difficulties be overcome. In welfare work for teachers and other employees the Principal is the leader of his peers, colleagues, and followers; successful leadership depends on the extent to which these people are satisfied and happy. Therefore, the Principal should take care of their interests (Convertino & Graboski-Bauer, 2018).



Problem Statement

Managerial practices play a vital role in making an institute successful. The quality of education in Pakistan is affected not only due to basic infrastructure but also due to the capability level of the people running these educational institutes. An incompetent and unskilled principal of a college may affect the degree of education's quality. The recruitment of teachers is the prime responsibility of the people governing the institute. Principals use managerial practices according to their knowledge and skill level. Managerial practices used by principals affect the growth, development, and quality of education provided to children.

Significance of the Study

The relation of this investigation will be highlighted by the major managerial practices required for a successful principal. The findings will give a more trustworthy in-depth grasp of managerial practices needed to make an education institute successful. Furthermore, this study guides the government and private colleges to choose and select the right principal for their institution by taking into consideration managerial skills.

Research Objectives

This research project addresses the following objectives:

1. To determine the managerial practices used by principals to efficiently run their educational institutes.
2. To analyze the managerial practices needed to become a successful principal.
3. To analyze the principal's initiatives in creating a reliable and flexible teaching environment.
4. To analyze the way college principals manage data, processes, and procedures in their institute.

Literature Review

The process of getting things done via people is called management to increase organizational performance, according to Khan and Uzair-ul-Hassan (2021). Management and organization are interrelated. No organization can fulfill its aims and ambitions without management. According to Buenavista (2021), management is the systematic aspect of running a business, which involves establishing objectives and strategies, assigning



resources, and monitoring progress. A person's capacity for producing anything to further objectives through the efforts of others is referred to as management.

Management in education comprises the management of all institutional demands that the system's constituent parts and its subsystems are interrelated with and impact to support the attainment of educational goals themselves. This is demonstrated by a number of actions or procedures for carrying out work while making effective, efficient, and productive use of all available resources. To do this, the principal is solely in charge of micro-education management, which has a direct bearing on the educational process in schools, the implementation of educational initiatives, school management, training of educators, and the use and upkeep of equipment and assets (Sutiarat et al., 2021).

A principal must be prepared to manage the institution managing it. The principal's capacity for leadership and managerial aptitude are relevant to the readiness in question. Planning (planning), arranging (organizing), executing (actuating), and managing are the administrative skills in consideration (controlling). It is intended that each leader will be able to use these four skills to motivate and impose discipline among his subordinates so that they demonstrate high levels of work productivity.

Managerial Practices

Zarif et al., (2018) were of the view that principals have to provide direction to their subordinates to ensure that education institute meets their desired objectives and goals. They further emphasize that principals have to frequently conduct meetings with staff and teachers to obtain their value able feedback on policies and procedures.

According to Aggrey-Fynn, (2020), principals are liable to ensure quality education at their institute. The results of the study further concluded that principals who are engaged in managerial activities such as training and development of employees, follow-up meetings, and observations help in enhancing the education quality of their institute.

Management is not always ideal and the principal has a challenging job to do. Discipline should be facilitated by principals in a few different ways. First, the principal is required to look into the allegations made against a member of the faculty or staff and inform the school board of the results. By dealing with pupils brought into the office by instructors or with



students after incident reports, principals oversee the school's disciplinary procedures (Nadaf, 2017).

Leadership Styles

According to the definition of leadership, a leader's responsibility is to persuade a group of individuals to work toward a common goal (Northouse, 2010).

The manner in which a leader interacts with others is what encourages people to collaborate in order to fulfill a shared purpose (Harris et al., 2007). Leadership is the trend of administrative action conceived to bring together organizational or individual interests and influences to achieve certain objectives (Mitonga-Monga et al., 2012). Different leadership philosophies employ different techniques for inspiring followers, which has varying results. This section will examine several leadership philosophies and how they influence workers to generate desired results in light of the surrounding situation.

i. Authoritarian Leadership

Autocratic leadership is the least preferred leadership style since it is linked to totalitarian regimes (Xie et al., 2018). Essa and Alattari (2019) assert that under an autocratic directive leadership style, the leader establishes objectives on their own and is in charge of decision-making. The ability to make decisions is not shared by any other team members. Autocratic leaders impose rules on their staff members without allowing them to voice any opinions. The team's other members are unaware of the competency evaluation criteria, and the team's leader is in charge of overseeing the system of rewards and penalties (Alblooshi et al., 2021). The team's dictatorial leader consistently enforces his will notwithstanding the other team members' opinions. In the various decision levels, the information is stagnant and does not flow (Fries et al., 2021).

ii. Democratic Style

The impacts of various styles on the work performance, conduct, and well-being of ten-year-old boys, as well as the environment in the group, have been investigated by Sfantou et al., (2017). In the research, the educator's restrictions on how the group worked and interacted with each other made it difficult for individuals to add their ideas for there to be much discretion and room for creativity. At the same time, the educator behaved emotionally and coldly toward the group of people. As a result, when the leader is not present, the boys gave



up their otherwise high work output, frequently taking breaks from work and turning to other occupations. They felt uncomfortable and undervalued by the educator. They either behaved submissively and passively or were frustrated and reacted aggressively. In the pedagogical context, it could be observed that this style led to reduced motivation to learn, passive-receptive behavior, and conformist thinking in the democratic style, the educator allowed group members to set their own course of action and goals through discussion. He behaved in a friendly and cooperative manner, supported in finding a solution and justified orders. The boys experienced appreciation from the educator, they showed interest in the tasks and their high work performance was independent of the presence of the leader. The cooperation within the group was characterized by cooperation and helpfulness with little aggression. As a result, the lads are happier with their job and the group's mood is improved by the democratic management approach. The worst work results were found in the group that experienced a *laissez-faire* style from the educator. This was characterized by the fact that the group was completely left to its own devices, there were no guidelines and no support either emotionally or in terms of activities (Sfantou et al., 2017).

iii. Transformational Leadership

The approach of offering direction through customized consideration, intellectual stimulation, inspiring motivation, and idealized influence is what is characterized as transformational leadership (Njiinu, 2018). Intellectual stimulation is what inspires and motivates followers under transformational leadership. Transformational leaders significantly influence the beliefs, and ambitions, when followers embrace the leader's ideas and eventually choose to carry out their tasks because they are consistent with the principles they have learned rather than because they expect to be rewarded, the leader has met the needs and ambitions of their followers (Nugroho, 2020). The significance of transformative leadership in raising followers' employment satisfaction has increased. This style of management encourages independence and difficult work. The notion of having a stable job and sticking with one employer for the course of a career is no longer valid. Additionally, lifetime employment, reliable benefits, and constant salary despite one's excellent performance, are not any longer assured. But transactional leadership alone cannot provide work contentment (Purwanto and Prameswari, 2020).



Leadership Style: Transactional

Transactional leadership, on the other hand, emphasizes the conversation between leaders and their subordinates since it is a trade. As per (Suprapti et al., 2020), this is an example of a supervisor arrangement management style where the leader expects productivity, effort, and dedication from the follower in exchange for trading incentives or fines with the disciple for a project done. Transactional CEOs use control strategies to induce people to perform in a certain manner since they are solely concerned with boosting their interests (Smith, G., Minor, M., & Brashen, H., 2018). When interacting with subordinates, such leaders do poorly focus on mistakes committed by subordinates rather than understanding the task is done, defer making judgments, and refrain from interfering until something happens (Purwanto & Santoso, 2020). As a result, more employees leave under a relational leader than one that fosters development (Shrestha, 2019).

Authoritarian Leadership Style

The leadership style is an authoritative alternate term for the autocratic management style. Even when they solicit feedback between their groups, leaders regard its impact as the primary element in every critical decision or subsequent event. A strong leader gets things done by generating a strong, clear establishing plan, ensuring that the vision is taken into account during strategic planning, and guiding activities across the organizations. The tyrant describes the stance they want their subordinates to its subordinates are treated respectfully but firmly, and they are given either favorable or negative feedback. When subordinates are granted some decision-making authority, take, give explicit directions, continually monitor progress, and explain why specific behaviors are expected of subordinates and how individual acts fit into the larger picture. Authoritarians typically handle their subordinates respectfully but strongly and deliver either positive or negative feedback. When subordinates are given a little bit of decision-making authority, the style may begin to resemble a directive style.

Functions

i. Preparing

Planning is the process of making careful judgments on the goals and activities that a company will pursue (Bateman and Snell, 2013). Analyzing the surroundings is necessary



before deciding the course an organization takes when preparing. If the management didn't completely appreciate the circumstance, they wouldn't have any basis for further advice. The context might serve as a point of reference for the management when thinking about prospects for advancement and applying lessons from the past. This is why the analysis stage of the planning, function should come first. This study should include both internal and external elements, including market conditions, demography, the legal system, economics, and technology, as well as team member performance and cultural issues. The second step of planning involves creating goals, plans of action, and objectives using this environmental knowledge. This might act as the company's vision and mission statement. This might be a year-end or season-ending goal for a smaller company. Some people consider setting aside time every day or every month to leave their workstations and consider the direction their firm should go. To do this, take into account your business past and consider how current events will be impacted by it.

ii. Coordinating

The process of organizing includes acquiring and allocating the necessary objectives that can be achieved through human, financial, physical, informational, and other resources (Bateman & Snell, 2013). Using resources in a manner that adheres to the goals specified is the most important part of an organization. Finding workers who can help you reach your objective is the first step in arranging your human resources. Creating a structure and hierarchy, establishing roles and power structures, and delegating tasks are all parts of managing the human element in a company. Organizing your financial resources is the same as making sure your money is utilized to achieve goals. If a firm determines that it wants the greatest customer service representatives available, it must be ready to invest money in hiring people who like assisting others and paying for retreats or training sessions to give the agents the necessary abilities. The purpose of physical resource marshaling is to enhance the effectiveness of where and how physical assets are used. An executive chef may reconfigure the kitchen in order to productivity, enhance quality, or alleviate safety problems. Utilizing and efficiently communicating organizational information are aspects of informational resources. By demonstrating to employees how their work affects the bottom line and by leveraging the unique algorithm your company developed to anticipate stock prices or produce new products, you can make the most of informational resources.



iii. Directing

Leadership entails motivating group members to achieve achievement (Bateman and Snell, 2013). This duty comprises recruiting group members to support your aim. This usually means getting to know coworkers or direct reports on a more personal basis. When a manager is aware of the elements that drive team members, he or she may devise techniques for motivating, gratifying, inspiring, and developing a desire to engage. Imagine a moment when you assessed the institution's status at the moment, developed a course of action, and even budget money to achieve it. Planning and organizing strategies were successfully used by you. But you didn't think about how your group or organization might be affected by this circumstance. Do they concur with your plan? They took part in the process, right? Do they think they have something to offer the team? Do they accept responsibility for the outcome's success? Depending on the manager's level of commitment to the responses to each of these questions will differ depending on the leadership job. Having one-on-one conversations, designing a bonus system, or giving an inspirational speech is all examples of leading the organization.

iv. Regulating

Control includes establishing mechanisms to direct the team toward goals, assessing progress toward those goals, and adjusting the strategy as needed (Bateman & Snell, 2013). It is not necessary to exercise control to be actively involved in every aspect of an organization's activities. The toughest kind of control is this style of management, sometimes known as micromanaging. You must set up mechanisms as a part of dependable control processes to make sure your company is on pace to meet the objectives you set during the planning stage. The dashboard that shows if you are complying with the requirement is the control process. Setting standards allows for comparison. An example would be a grocery chain deciding to reduce shrink (items lost to stealing or other damage). The shrink loss will be reduced by 50%. Resources will need to be committed to implementing their plan (more employees to monitor, and rearrange the loading dock) as you are already aware, that activity functions as the structuring process. Then, to keep them motivated, we set up a compensation plan that, if we jointly succeed in our goal, distributes a share of the savings to each employee. If we stopped there, we wouldn't know if we were successful.



By utilizing the control process, we can resolve this. Data was gathered before being entered into an Excel spreadsheet. Each department head is required by the grocery store manager's administrative plan to report their shrink loss at the end of their work day. The management may decide if fewer cans were previously damaged as a result of the enhanced loading dock layout. Changes might be done if management observes that shrink is not getting better after employing an entry greeting. Monitoring performance is the first step toward control. After evaluating target progress, adjustments are made. The control process functions as a constant reminder for a manager to return to the planning phase of management. There are only two conclusions for the control procedure. Your performance is either straying off course or you are coming closer to your objective. If your initial goals are accomplished, you must set new ones as part of the planning process. You must look at yourself to see why you aren't getting closer to your objective. Two management duties that are particularly tied to and reliant on one another are control and planning.

Principals' Abilities

Principals have a significant impact on students' learning and achievement because they have the authority to modify the organizational components of the school that are required for excellent instruction and knowledge (Hitt & Tucker, 2016). Principals make human capital decisions (attracting candidates and advancing the careers of teachers) that affect variables such as school atmosphere and working conditions, as well as indirectly affect the success (Day et al., 2016). Some elements that have a more direct impact on accomplishment attenuate the impacts of leadership on student learning (Hallinger & Heck, 2010; Seashore Louis et al., 2010; Cannata et al., 2017).

The management of the school has a big influence on how instructors feel about their work and if they want to return year after year (Boyd et al., 2011; Burkhauser, 2017; Grissom, 2011; Kraft et al., 2016; Ladd, 2011; Redding et al., 2019). Leaders have a significant impact on teachers' ability to accept and retain the procedures based on the evidence required for institution reform, such as removing obstacles in relation to new curriculum and teaching methods (Yoon, 2016).

According to a recent meta-analysis of 51 researchers, key behaviors, and abilities had moderate to significant effects on student performance, teacher well-being, instructional practices, and school organizational health (Liebowitz & Porter, 2019). The idea is vital for



raising student expectations, ensuring teacher quality, and promoting a learning-focused classroom atmosphere (Fusarelli & Militello, 2012).

To conclude, achieving excellent student results depends on defining clear, academically demanding goals and allocating resources accordingly. According to the research, the ability of administrators to manage human resources involves choosing educators who complement and fit with current faculty and are capable of achieving the goals of the school while strategically allocating any surplus resources to further address those goals.

Research Methodology

A survey research technique was used for this investigation to collect quantitative data from administrators and instructors to evaluate administrative practices at the college level. This study uses a descriptive correlational research design and is qualitative. The fundamental idea behind qualitative research is the description, prediction, or control of a particularly exciting occurrence gained through the gathering and analysis of numerical data (Creswell, 2013).

The total group of participants, the researchers will be studying is referred to as the “population” (Gentles et al., 2015). According to Martino, Elvira, and Louzada (2017), the population is made up of people who have similar traits. The target population is the group of respondents that are participating in the study. A population would have consisted of 46 principals and 454 teachers of Govt. and Private Colleges through the convenient sampling. The target population was informed through the principles with the following information: purpose and introduction to the study, the approval consent form of The Islamia University of Bahawalpur. During the research process, 500 questionnaires were distributed at various government and private colleges on both the male and female sides.

The total sample of the study consisted of 500 respondents which includes 46 principals, from 23 government and 23 private colleges and 454 Teachers 227 government and 227 private colleges. Institutions are randomly selected from District Rahim Yar Khan. A simple random sampling technique was used to collect data from respondents. Because the study was descriptive in nature, a self-structured questionnaire was employed to gather data. The questionnaire has close-ended questions consisting of a total of 50 items, of which 30 items are for principals and 20 items for teachers. The tool was designed to elicit particular information from the intended respondents.



Before beginning the primary investigation, a pilot study was administered. To validate the questionnaire issues, it was asked that the expert panel change the items in design and language to make the inquiry simple and easy to read. The quiz was completed in light of the opinion from the experts. SPSS was used to examine the data. Frequencies, percentage, Mean, Std. deviation, to get the required findings, the independent sample t-test and correlational were used. Individuals' replies are allocated number codes. The data is entered on the data sheets. Data has been gathered, organized and analyzed.

In descriptive research, qualitative data are collected and analyzed to produce a precise representation of a sample's behavior or personal characteristics for certain parameters (Chua, 2012). Furthermore, in order to determine whether and how strongly measurable variables are associated, data collection is required for correlation research (Gay, Mills, & Airasian, 2011). Data were collected using a descriptive correlation research design in order to better understand the relationship between instructional leadership, teacher self-efficacy, teacher's organizational commitment, and student's academic performance as well as the mediating effects of teachers' organizational commitment.

Results

This part will feature SPSS tables that were created in the software for data analysis. To understand the study's conclusions, each table set provides numerous statistical values that illustrate the average and mean values of the data. These tables contain information derived from the research sample. The sample comprises principals and teachers from both public and private colleges. It includes both male and female college participants who were part of the sample. They were handed questionnaires and instructed to fill out the items in their preferred response.

Table 1
Description of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principals	46	9.2	9.2	100.0
	Teachers	454	90.8	90.8	90.8
	Total	500	100.0	100.0	



In Table 1, the statistical method of data analysis is used to describe the participants. The notion is a variable in research that specifies how distinct values are compared to one another. The percentage for instructors was 90.8%, according to the data. On average, the percentage of principals that could be declared valid was 9.2%. In other words, the sample population consisted of college teachers and administrators. Their corresponding percentages are 90.8% for teachers and 9.2% for principals, as stated here. According to the figures in the table, the population that belonged to principals belonged because of a higher percentage of 90.8% as opposed to 9.2% of the principals.

Table 2
 Gender include in the Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	260	52.0	52.0	52.0
	Female	240	48.0	48.0	100.0
	Total	500	100.0	100.0	

Table 3
 Case Processing Summary

		N	%
Case	Valid	500	100.0
	Excluded ^a	0	.0
	Total	500	100.0

a. List wise deletion based on all variables in the procedure.

The percentage of males and females included in the study's sample population is 52% for males and 48% for females, as shown above. It demonstrates that in this study, more males were included in the sample than females. As a result, males made up 260 of the sample of 500, while females made up 240. These tables were created using the most recent version of SPSS.



Table 4
Cronbach Alpha Value
Value should be in between 0.7 to 0.9

Reliability Statistics	
Cronbach's Alpha	N of Items
.772	20

Table 4 shows the Cronbach's Alpha value of the results. The value as per indicated should lie in between 0.7 to 0.9 bracket. This table shows the reliability of the result data. The Cronbach's Alpha value in the above table is 0.772 which clearly shows that the result data is reliable and accurate.

Table 5
Correlation Value

		Gender	The college will be more effective with my skills and expertise.
Gender	Pearson Correlation	1	.157
	Sig. (2-tailed)		.042
	N	46	46
The college will be more effective with my skills and expertise.	Pearson Correlation	.157	1
	Sig. (2-tailed)	.042	
	N	46	46

At the 0.05 level, the correlation is significant (2-tailed).

Table 5 shows that college will be more effective with the principal's skills and expertise. There is a significant relationship between principals' expertise (M=3.85, SD=1.348) and academic performance (M=4.23, SD=1.107); $t = -1.052$, $P = .042$. A correlation test was applied to demonstrate the relationship between principals' expertise and academic performance. We observe a positive correlation so the relationship is significant between factors at $\alpha = 0.05$.



Table 6

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	30

The Cronbach's value in the reliability test shows strong relation among the variables as the value lies in the range of 0.6-1.

Discussion and Conclusion

According to the research, conceptual, technical, and interpersonal abilities are required to run a creative college. Management practices relate to the continual process of putting various measures in place to achieve a clear, unambiguous goal. This administrative environment, which is focused on attaining a goal, makes use of resources. People, objects, and money are examples of these resources. Management is regarded to be effective when goals are met. It is said to be efficient when these goals are not only met but also met with less effort. Management cannot succeed unless specified processes are followed. Some of these duties include planning, organizing, delegating, leading, staffing, and regulating. Both responsibilities are intertwined in the sense that staffing comes before planning and vice versa. Personnel is in charge of planning. There can be no control without planning, which guarantees that the results match what was expected. Without a trained and dedicated instructional leader to drive teaching and learning, there is little prospect of building and maintaining a high-quality learning environment. While competent principals tend to stay at difficult schools longer than ineffective leaders, research has shown that the Principal is important to the school's success. Most good administrators eventually move to less difficult schools within the District, not because of the children, but because of the working environment. If principals must function as instructional leaders, only continuous assessment of their attitudes and skills will result in increased efficacy.

Recommendations

It is advised that time management training be incorporated into the college principals' post-service training in order for them to be able to effectively schedule events, run meetings,



assign simple tasks to subordinates, deal with interruptions and distractions, handle official paperwork, and set priorities for both themselves and their organizations. Regardless of their gender or the location of the schools, principals may participate in such training.

1. Employ, develop, and hold onto people with leadership potential.
2. Pay special attention to the organization's development of young leaders.
3. Create a strong organizational leadership development program.
4. Connect the pay plan to the development of knowledge and skills.
5. Implement a skill-based pay program within the institution.
6. Principals can choose a leadership style based on the outcome.
7. The Principals must increase the potential of their team members through adequate coaching and mentoring, ongoing feedback, and tying their needs to the corporate strategy and goals.
8. Reconsider conventional tactics and encourage others to try creative and unique ones.
9. Leadership development and talent management ought to be the organization's main priorities.

System Approach

It is widely believed that not all leadership philosophies are appropriate for all businesses or educational institutions.

Contingency Strategy

It is advised that the leader be capable of selecting the right approach depending on the circumstance in light of the aforementioned considerations.

Bureaucratic Leadership

Rules and regulations should apply to everyone without exception.

Application of Rules

The head is responsible for applying all laws and rules in accordance with the letter and spirit. Everyone ought to be treated equally.



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