

Comparison Of Leadership Practices In Public And Private Secondary Schools In District Swabi

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Abstract

Leadership plays a significant role in the enhancement of learning institutes. This study explores the leadership practices (administrative, management, financial, and daily routine) of the principals in public and private secondary schools of district Swabi. The study population included all school principals and teachers from public and private secondary schools in Swabi, Khyber Pakhtunkhwa. The researcher used a simple random sampling technique. The sample of the study consists of 117 public and private secondary schools in the Swabi district, KP. 5-point Likert's scale Questionnaires was used (for principals and teachers) in private and public schools. The researcher analyzed quantitative data through inferential statistics. For hypotheses testing, correlation, and independent sample t-test were used. It was concluded from the study that principals delegate tasks to teachers to give them a sense of responsibility, Whenever a teacher has an issue during his or her school, as a standard bearer, make sure that the professional learning exercises of teachers are guided by the school's instructional objectives They take the initiative to discuss matters, the school management and principals use incentives strategy for teachers to increase their motivation towards work, give orientation to new staff and students on school activities and goals. The study recommended that principals may build confidence in distributing duties to teachers and develops a sense of responsibility among all the teachers, provides orientation for new staff and students on school activities, and also need the formation of committees to bring about efficiency in school administration.

Key Words: Leadership Practices, School Principal, Public and Private schools.

Introduction

Leadership is interested in the consideration/perception of analysts, scholars, and educational institutions. Directorate programs have been coordinated worldwide to examine the direction of initiatives in prominent places to revise the understudies and presentation of schools (Northouse, 2010). School organization is fundamental to promoting a climate in which education and learning are organized. In Pakistan, it is for this reason that thousands of school principals, administrators, and school officials are trying to

make bold efforts to prepare for the best approach to the position of authority in education sector reforms (Ouakouak, Zaitouni, & Arya, 2020).

School administrators have reported that corporate education necessitates postponements, workloads, immense stress, a high level of disrespect, and a lack of job security. The duty to meet extended obligation activities, improve student performance and achievement in schools, and satisfy strong desires is contingent on school administrators' leadership practices Leadership was thought to

be based on values-based capacities, duties, and the principal's conduct as a manager in the 1920s (Copland, 2003). One of the principal's goals, it is argued, is to pursue instructional goals in an administrative style (Fullan, 2005). The public school director adopted the management style after determining that no alternative management style had prevailed. Another conclusion is that the school administrator discovered his or her more successful style of leadership, and female school leaders' leadership style and job performance are considerably superior to male school leaders' (Cömert & Dönmez, 2019).

Arif and Kanwal (2009) compared public and private sector administrations and suggested a positive effect on administration satisfaction in public schools. The study found that female institutional managers were much better administrators, showing a keen interest in institutional management and encouraging their teachers to do well. The study showed that the school principal's leadership practices in the selected schools were very encouraging. Fullan, (2005) examined the factors of school leaders as they are in a school setting conduct according to accountability and standards. Cotton (2003) examined the administrative role of principals in private secondary schools. The results described showed that the school principals were reasonably successful in finance and school management, student administration, personnel administration, curriculum and lesson development, and general tasks. The rules were successfully incorporated into the study's school schedule. Davies and Bansel (2005) examined the relationship between the leadership style, adversity quotient, practices, and performance of school principals in private schools.

The importance of a school leader's performance is critical to the progress of schools (Federici, & Skaalvik, 2012). A successful transfer from the classroom to school administration necessitates the development of specific abilities. The

principal's position has evolved substantially during the previous few decades (Hallinger, 2011). What was once a leadership role has transformed into one that needs radical leadership abilities to succeed (Foster, 2007). The job of deputy principal/campus director for strategic planning has evolved in response to this. Whenever the Principal is unavailable, alternate principals must assume the Principal's functions and roles. Regretfully, this is not always the case. Unfortunately, in many cases, the principal and the district office assign deputy principals in the absence of the principal. The main problem is that the scope of the deputy principal is limited and focuses on one or two aspects of school administration and school management. Furthermore, many principal preparation programs have failed to meet their goal of preparing assistant principals to take over school construction. As an alternative to producing solid leaders ready to face the challenges new principals face, campus leaders enter these positions unprepared and lack confidence, leading to unnecessary stress, prodigious situations, and eventually breakdown (Shoho & Barnett, 2010). Those who wish to become school principals should take the opportunity to hone their talents before taking on the role.

According to Grissom and Loeb (2011), effective leadership, maintaining teacher well-being, and managing teaching facilities in secondary schools can help teachers and school principals improve their job performance. In addition, the school principal is responsible for increasing the quality of administrative and teaching activities through the effective use of various techniques to influence teachers in the exercise of their unique functions to increase productivity and the quality of results (Nwabueze, Chukwuji & Ugwoezuonu, 2018). In this article, administrative practices are the performance functions and activities of school principals that motivate teachers to improve their performance in secondary schools to increase productivity. As a result, school principals' administrative practices are vital to

ensure that teachers perform their teaching duties to provide hands-on training in schools (Igoni, 2020).

Halverson (2003) on the other hand, notes that administrative practices used by school principals to ensure the compelling motivation of teachers for improved job performance include recognizing teachers' efforts and organizing workshops to update teachers' knowledge. As a result, Honig and Hatch (2004) identify the involvement of teachers in decision-making, the proper delegation of teachers' responsibilities, the provision of social benefits, open communication, and appropriate teaching facilities in schools as administrative practices of school principals to manage the operational performance of the secondary school ensure teachers. They are ensuring effective leadership styles. Involving teachers in making decisions about matters that affect their well-being in schools is an effective technique and important leadership style that promotes better job performance and teacher productivity.

There is no other area without such a wide range of responsibilities, which means that principals are more likely to multitask when visiting classrooms. When principals were out of the office or classrooms for two to three hours a day, they were more likely to be involved in administrative tasks such as student discipline and internal relationship tasks, mainly about building relationships with students. When school principals left campus (only 04% of the time), they spent most of their time doing external relations tasks like working with community members and the school district to find school resources and attending off-campus meetings (Horner et al., 2005).

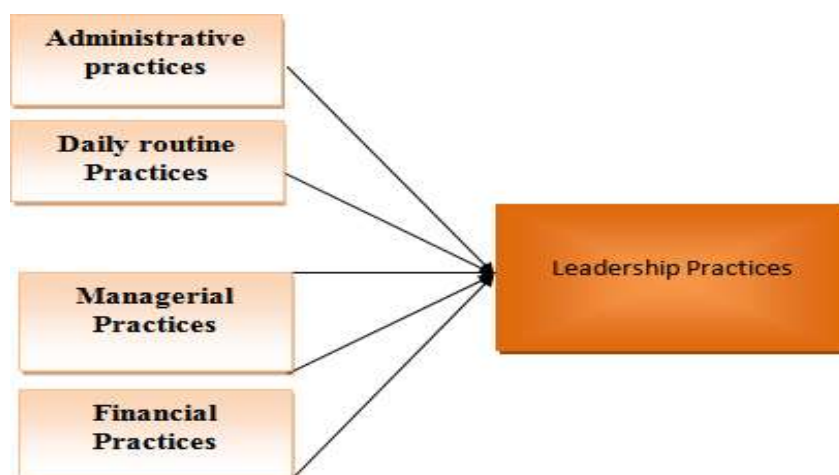
Goal setting is a powerful tool in enhancing valued student outcomes as it signals to staff

that some outcomes and activities are more valuable than others, even though everything is essential. Human resources and initiatives can be wasted on different agendas and conflicting priorities with no defined goals, creating stress, skepticism, and alienation over time. The resources needed to distinguish these specific attributes are usually available in an empirical or theoretical study on the specific task, generally in the leadership literature. Theoretical explanations of the power of goal setting can be found, for example, in extensive research on goal setting (Kelechukwu, 2011).

Statement of the Problem

Leadership is well thought-out and effective when the leadership roles are appropriately circulated among employees to give them a self-worth and sense of power in performing leadership, academic and administrative tasks. In the context of Pakistan, with the fast-growing secondary school programs, many teachers become principals soon after their appointment. Hence, they need to grow the necessary competencies and skills vital for the skills and smooth operation of their facilities (Arif & Kanwal, 2009). Neither the teacher nor the principal alone can enhance the quality of the school. They do, however, work as a team to "create the quality structure of the schools" and to administer their schools by school principals, stepping up work in a framework in association with teachers and other employees to share their decisions (Harris, Ballenger & Leonard, 2004). Given the relevance of school administrators' leadership practices, the researcher decided to undertake a study that primarily focused on assessing the leadership practices and competencies utilized by secondary school principals in the public and private sectors in Khyber Pakhtunkhwa.

Conceptual Framework



Theoretical Framework

The researcher adopted the theoretical framework of the study by Robinson et al., (2008) in the educational, and organizational literature on secondary school principals' leadership skills and the variety of coordination approaches, the conceptual framework of school principals' leadership practice works primarily on corporate, non-governmental, and other organizations' leadership and practice. Principal did, however, create and implement the concept of these in educational institutions to better the educational system.

Hypotheses of the Study

H0₁: No statistically significant association is found between leadership and administrative practices followed by public and private school heads.

H0₂: No statistically significant association is found between leadership practices and the daily routine of both heads.

H0₃: No statistically significant association remains between leadership and managerial practices followed by the heads of both public and private schools.

H0₄: No statistically significant relationship

exists between leadership and financial problems faced by the heads of both public and private schools.

Methodology

The researcher aims to conduct a quantitative research study to determine the relationship between variables within a population. Quantitative research designs are analytical and descriptive (topics are usually measured once). A quantitative study makes connections between variables.

The population of the Study

The study population included all school principals and teachers from public and private secondary schools in Swabi, Khyber Pakhtunkhwa. They are already working and fulfilling their tasks with their best knowledge, experience, and skills. According to the annual statistical report (2017-18), the Elementary and Middle Schools Department, KP.

Sample of the Study

The researcher used a simple random sampling technique. With random sampling, each sample has an equal chance of being selected, and this sampling technique is very useful for an unbiased representation of the total population

(Crossman, 2017). The sample of the study consists of 117 public and private secondary schools in the Swabi district, KP. The researcher used a random sampling technique to collect data from the sample schools. A random sampling technique is a probability sampling based on the characteristics of a population, and the goal of the study and its selection criteria is the common characteristics or the set of characteristics (Crossman, 2017).

The study covered the Swabi district in which the selected schools were divided into two tiers, one public school, and another private school. The researcher uses the Raosoft Sample Calculator to calculate the sample size (teachers and school principals). Regarding the numbers selected below, the sample size n and margin of error E are given by:

X	=	$Z^{(c/100)^2}r(100-r)$
N	=	$N \times /((N-1)E^2 + x)$
E	=	$\text{Sqrt} [(N - n)x/n(N-1)]$

Where N is the population size, r is the fraction of responses that you are interested in, and $Z(c/100)$ is the critical value for the confidence level c . The sample of the study is described in detail in table 3.2. Total sample size will be 330 teachers and 102 principals of both sectors.

Inclusion Criteria of the Sample

Those school principals and teachers who are already at work and carrying out their tasks and practical experience were included in the study sample. Because the study aimed to identify the leadership practices of school principals in schools, the students were not directly included in the study. The school principals and teachers of the elementary schools in the Swabi district were also not included in the research study or the data collection from questionnaires.

Research Tools

The following research tools were used for data collection: Questionnaire (for principals and teachers in private and public schools), Open-ended questions for researcher analysis (for principals and teachers in private and public schools), Research visits (to meet, discuss, and

fill in the questionnaire) Principal and the teacher). A detailed description of the tool is provided below:

Questionnaires

The researcher used a self-structured, closed-ended questionnaire based on five points, strongly disagree, disagree, undecided, fully agree, and agree (Likert scale), to get factual information from school principals and teachers of the sample size to collect. The validity is maintained through suggestions from educational experts and the reliability is through the use of Cronbach Alpha. The researchers contacted and turned personally to school principals and teachers in the Swabi district by visiting their schools or emailing them the questionnaires. Due to the recent pandemic in Pakistan, researchers were at risk of collecting data with a physical presence at each institute, making the email option to send questionnaires and receive the completed questionnaire the second most common source of data collection.

Structure of the Tool

There were two questionnaires made by the

researcher i.e.

- Questionnaires for principals of private and public secondary schools
- Questionnaires for Teachers of private and public secondary schools

Instruments

A self-designed scale-based questionnaire was used to collect data from school principals and teachers in private and public schools. The questionnaire consisted of a five-point Likert scale that included one scale; strongly disagree, disagree, undecided, agree, and strongly agree. The components have been classified into four types: administrative skills, financial skills, management skills, and daily routine.

Validity and Reliability

The reality is that the results of a research study depend on the authentication and validation of a research tool. The pilot study was carried out. Four education experts checked the research tool for its validity; the proposal was included in the pilot study and implemented. In addition, it was tested for reliability and then finalized based on the feedback received from running the pilot tests. The reliability of the 40 private principals and teachers' questionnaires and 40

public principals and teachers' questionnaires (other than the sample size) was determined by the SPSS software. Cronbach's alpha value is 0.97

Quantitative Data Analysis

The researcher analyzed quantitative data. The researcher herself first took a close look at the recorded quantitative data. The data was then tabulated, entered, and analyzed by SPSS (version 20). Descriptive statistics, frequencies, and percentages and for hypotheses testing correlation and independent sample t-test were used for the analysis of the data.

Ethical Considerations

Ethical issues are significant challenges in any investigation. In social science, however, the nature of the problems is fundamentally different from that in natural science. Ethical concerns need to be explained and resolved at the start of an investigation (Creswell & Clark, 2017).

Data analysis

H₀₁: There is no significant relationship between leadership and administrative practices followed by public and private school heads.

Correlation between Academic Practice and Leadership

		Leadership	Administrative Practice
Leadership	Pearson Correlation	1	.876**
	Sig. (2-tailed)		.000
	N	102	102
	Pearson Correlation	.876**	1
Administrative Practice	Sig. (2-tailed)	.000	
	N	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

Find out the relationship between leadership and administrative practices followed by public and private schools' heads, Pearson correlation was used to find out the relationship. Result of the study showing there is positive relationship. Pearson correlation r value is .876 with probability value is 0.000, which is less than 0.01 and showing there is significant positive

strong relationship between leadership and Administrative Practice. On the basis of result we **reject** our null hypothesis.

H₀₂: There is no significant relationship between leadership practices and the daily routine of both heads.

Table: Correlation between Daily Routine and Leadership

		Leadership	Daily Routine practice
Leadership	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000
	N	102	102
Daily Routine practice	Pearson Correlation	.913**	1
	Sig. (2-tailed)	.000	
	N	102	102

** . Correlation is significant at the 0.01 level (2-tailed) .

To find out the relationship between leadership and Daily Routine practice followed by public and private schools' heads, Pearson correlation was used to find out the relationship. Result of the study showing there is positive relationship. Pearson correlation r value is .913 with probability value is 0.000, which is less than 0.01 and showing there is significant positive

strong relationship between leadership and Daily Routine practice. On the basis of result we **reject** our null hypothesis.

H₀₃: There is no significant relationship between leadership and managerial practices followed by the heads of both public and private schools

Correlation between Management Practice and Leadership

		Leadership	Management practice
Leadership	Pearson Correlation	1	.941**
	Sig. (2-tailed)		.000
	N	102	102
	Pearson Correlation	.941**	1

Management practice	Sig. (2-tailed)	.000	
	N	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

Result of the hypothesis showing that there is relationship between leadership and Management practice followed by public and private schools' heads, Pearson correlation was used to find out the relationship. Result of the study showing there is positive relationship. Pearson correlation r value is .941 with probability value is 0.000, which is less than 0.01 and showing there is significant positive

strong relationship between leadership and Management practice. On the basis of result we **reject** our null hypothesis.

H₀4: There is no significant relationship between leadership and financial problems faced by the heads of both public and private schools.

Correlation between Leadership and financial problems

Leadership		Financial practice	
	Pearson Correlation	1	.890**
Leadership	Sig. (2-tailed)		.000
	N	102	102
	Pearson Correlation	.890**	1
Financial practice	Sig. (2-tailed)	.000	
	N	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

Result showing that there is relationship between leadership and financial practice followed by public and private schools' heads, Pearson correlation was used to find out the relationship. Result of the study showing there is positive relationship. Pearson correlation r value is .890 with probability value is 0.000, which is less than 0.01 and showing there is significant positive strong relationship between leadership and financial practice. On the basis of result we **reject** our null hypothesis.

Principal, I have confidence in distributing duties to teachers is develops the sense of responsibility among all the teachers.

85.4% respondents approved that teacher's professional development activities are associated with the school's teaching objectives.

The statement that the Principal gives teachers with the opportunity to apply creative ideas in order to make academic activities successful was agreed with by 73.8% of the respondents.

Findings

1. 93% respondents approved that as

4. 91.6 respondents approved that as Principal, I believe in distributing duties to teachers in order to give them a sense of responsibility.
5. 83% respondents approved those principals ensure that teachers' professional development activities are aligned with the school's teaching goals.
6. 93.3% of respondents approved that principals/school administration include teachers in decision-making for school academic development and improvement.
7. 95.7% of respondents approved that Principals/School Administration ensures that instructors and students maintain discipline in the school environment.
8. 90.7% respondents approved that Being Principal, the principal checks to see whether classroom activities are in keeping with our educational goals.
9. 86.1% respondents approved that when a teacher has classroom problems he/she can discuss it with principal.
10. 86.0% respondents approved that the principal ensures that classroom activities are by school educational goals.
11. 72.1% respondents approved that the principal gives prioritizing financial allocation according to school needs.
12. 88.4% respondents approved that principal takes advice in preparation of school budgets with heads of campuses and Senior Teachers.
13. 74.6% respondents approved that the principal gives Prioritizing financial allocation according to school needs.
14. 88.2% respondents approved that principal takes advice in preparation of school budgets with heads of campuses and Senior Teachers.

Conclusions

It was concluded from the study that principals delegating tasks to teachers to give them a sense of responsibility, Whenever a teacher has an issue during his or her school, as a standard bearer, make absolutely sure that the specialized culture exercises of teachers are guided by the school's instructional objectives They take the initiative to discuss matters, the school management and principals use incentives strategy for teachers" to increase their motivation to work and school arrange Orientation for new staff and students on school activities and goals. They usually Supervises teachers and students in order to render professional guidance, managing the school through the establishment of committees to bring about efficiency in school administration, In staff meetings they try to understand the point of view of other teachers, as a school principal gives suggestions to the teachers to set high aim in teaching strategies for better learning of the students and Principal provides teachers the chance to implement innovative ideas in order to make academic activities effective.

Principals/School administration involves teachers in

the policymaking practice for school academic development and up-gradation, Principals/School Administration ensures teachers and students maintain discipline in the school atmosphere furthermore the Principal asks School administration to organize seminars and workshops for the professional advancement of teachers, Principal/School administration focuses on teachers' welfare to increase their commitment to instructional tasks and school principal gives suggestions to the teachers to set their teaching strategies for better learning of the students and top deals with teachers as individuals if they have problems in teaching and any issue regarding classroom management. Principals also focus on co-curricular activities for students and teachers for a better working environment in school. The principal ensures that instructors establish an appropriate timetable for the school's day-to-day tasks, and the library is supplied with necessary reference materials for teachers' lecturing purposes. Teachers are counseled by principals to help pupils improve their future, identity, and professional interest. Principal delegate's authority to teachers tasks including observing students" progress which enables teachers to solve their academic problems.

Frequently, principals engage in attempting to address management problems; solving troubles with fellow employees enhances student academic progress; teaching staff shares educational leadership roles in the school; academic, principals and the governing boards are fully responsible for decision-making on school programming and activities and the system of administration is top-down. The Principal of the School gives freedom to teachers in the decision-making regarding school performance. Teachers are free to do what they think is right in the interests of fostering growth at this institution with no intrusion, principals and the supervisory board are exclusively responsible for school programming, and the school officials are top-down. Principal takes advice in the preparation of school budgets with heads of campuses and Senior Teachers, principal ensures and keeping accurate financial information of the school, principal ensures accountability in all school expenditures and principal asks the school administration to Allocate funds for teachers' „professional development and co-curricular activities/ seminar/sports.

Recommendations

Based on the findings of this study, we propose some suggestions which are given as under:

- Principals may build confidence in distributing duties to teachers and develop a sense of responsibility among all the teachers, provides orientation for new staff and students on school activities, and also need the formation of committees to bring about efficiency in school administration.
- Principals may help other teachers to clear their points of view at meetings, gives ideas to the teachers to set their goals high in the teaching field, and give teachers the opportunities to apply creative ideas to make academic activities successful.
- Principals may ensure that teachers' professional development activities are affiliated with teaching objectives and also utilize rewards approach for teachers to boost their desire to work.
- Principals may encourage teachers to solve classroom problems themselves instead of just telling them what to do, continuously examine if teaching methods are in line with the school's teaching methods and delegate authority to teachers' tasks including observing students' progress that enables teachers to solve their academic problems.

- The principal may give prioritize financial allocation according to school needs takes advice in preparation of school budgets with heads of campuses and Senior Teachers and ensures accountability in all school expenditures.
- The administration may not allow the private sector to open institutions only for profit. Specialized education professionals may be established to pay surprise visits to primary and secondary schools in order to promote intelligent and interactive leadership: establishing a new leadership culture. Vision, strategy, goals, and values may constantly be present (including current and future business challenges). Establish clear connections to management systems, processes, and instruments (training support systems and vice versa).

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