The World of a School Principal: A Qualitative Study of Secondary School Principals' Selection, Capability, and Current Practices in the Province of Punjab

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Abstract

School Principals play an important role for effective school function and management. Qualitative research design was used to describe the whole phenomenon which was based on the descriptions of the school principals' views and opinions about their selection, capability and current practices. A semi-structured interview schedule was used based on the study's research questions. Data generated from the interview questions concerning professional capability were coded thematically. Findings were discussed under three central and a number of extended themes arising from the research. There were two ways to get the position of principal e.g. merit based selection and seniority based promotion. Some principals showed their concern that seniority based promotion does not ensure that the person selected is competent for the principals' position. They confirm that the world of the principal is uncertain, ambiguous, constantly changing; involving many issues. They further described that collaboration is the key to success and being critical, analytical and creative will make a distinctive school leader. It was also revealed that school principals' burdensome routine effect their mood. Consequently, changing moods and emotions effect their work environment.

Keywords: Administration, management, Pakistan, professional development, principal, secondary school

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Introduction

School principals and teachers are crucial for conducive learning environment in schools. They belong to a field where continuous development is important to make future generations successful. Schmidt-Davis and Bottoms (2011) highlighted the importance of collaboration of teachers and principals for school improvement and reported that "It is neither teachers alone nor principals alone who improve schools, but teachers and principals working together" (p. 2). The collaborative efforts of teachers and principal are important to accomplish school goals.

In the draft of National Education Policy 2017-2025, Continuous Professional Development (CPD) programme is one of the main objectives of the Government policy. Capacity building of education personnel is also emphasized at all levels and it is proposed to expand and strengthen teacher training programmes to non-formal education including Deeni Madaris (focusing on multi grade teaching), Higher Education Teachers, educational managers/administrator, planner, policy makers, supervisors, paper setters. Curriculum developers, textbook writers and publishers etc. (p:19)

They gain experience after many years of services performed by them. Continuing professional development is imperative because it ensures them to be competent in their profession. It is an enduring process and go on throughout their professional career. They plan their careers to be successful in the profession. Through this planning they set out the goals, strategies and outcomes of learning and training.

In recent years, the position of school principal has become very crucial for an effective school management. According to the Wallace foundation (2013), school leadership improvement ranks high on the list of priorities for school reforms in today's world and it is considered among the most pressing matters on a list of issues in public school education. Therefore, in the changing world scenario, the role of a principal as an active and energetic school leader with a clear and strategic vision is fundamental to achieve goals. Levine (2005) stated that the role of principal has dramatically changed over the past couple of decades. Research shows that new principals effectiveness increases after gaining experience (Branch, Hanushek and Rivkin2012, Beteille, Kalogrides and Loeb 2011, Seashore-Louis, et al. 2010). It was further reported by Miller (2009) that teacher absences decline as a principal's effectiveness increases.

In a period of educational transformation and reform, School principal need to be dynamic and energetic to continuously learn and improve himself/herself. Principals should have clear vision about the process of change and how change needs to happen. (Zbar, 2013) Leaders play a central role in promoting a climate of respect and support for students and teachers (Bryk& Driscoll, 1988).

According to Goss, Hunter, Romanes, and Parsonage (2015) capacity building of principals in necessary to lead change and improve teaching practices. They further suggest that Government and system leaders should strengthen teacher and school leader capacity to target teaching and track student progress. School principals capacity building is crucial for the whole school program. it is one of the national professional standards for principals in Australia. Australian institute for teaching and school leadership-AITSL (2011) also suggested that Governments should invest in building the capacity of all school leaders to embed targeted teaching in every classroom.

Emmanuel (2014) emphasized the need to induct skilled personnel who have the appropriate training and competencies as manager and leader of the schools in Nigeria, and criticized the present practice of using teaching experience as a major yardstick for the appointment of principals. She further advocated that systematic professional development programmes for prospective and practicing school principals should be arranged to enhance the effectiveness of secondary school administration.

Professional development of school management and teachers is of prime importance for any country. Government of Pakistan is also trying to improve the quality of education. National Education Policy 1998-2010 and National Education Policy (2009), emphasized the need and importance of professional development of school teachers and administrators. The training of teachers and principals is mainly provided at the Directorate of staff development (DSD), which is the first ISO 9001-2008 certified training institution in Punjab working o n a comprehensive capacity building plan focusing on the entire public sector faculty pertaining to school education department (SED). DSD has been mandated to design, plan and execute various training and professional development programs for in-service, pre-service teachers and education managers (Resource book on educational management- 2015).

The responsibilities of a principal are multi dimensional as he/she has to play multiple roles to mange school operations. Nasreen and Odhiambo (2018) described these roles under four major categories:

1. Administrative role
2. Academic role
3. Problem solver
4. Community leader

Thus, Principals perform multiple roles to regulate school functions effectively. It is well known that continuous professional training and development help school leaders to perform their multiple roles efficiently. According to Quraishi & Aziz (2016), principals must have such preparation that help them gain greater knowledge of a variety of leadership skills and styles as well as knowledge about the role of a school in a community, how principals work effectively with community partners.

Research Questions

Given the above context and need, this study aimed to describe the current practices and experiences of secondary school principals about their capability and professional development in greater detail. The researcher not only try to understand and explore their challenges and issues but also attempted to dig out the reasons behind their experiences. The research questions that guided this study were:

1. What is the selection criteria of school principals?
2. What are the specific standards or areas of competence for principals?
3. How well prepared they are to handle their day to day affairs?

Research Methodology

The research methodology includes sampling strategy, data gathering, tool of research, and data analysis. The research set out to investigate the descriptions of the school principals' views and opinions about their selection, capability and current practices. Descriptive research seeks to describe an aspect of social life under investigation (Hesse-Biber & Leavy, 2011). By adopting qualitative methodology, a prospective researcher is going to fine-tune the pre-conceived notions as well as extrapolate the thought process, analyzing and estimating the issues from an in-depth perspective. Thus, a qualitative research design was used to describe the whole phenomenon because it allowed researcher to gather in depth information about their behaviors, emotions, desires, routines, feelings, experiences and variety of other information (Madrigal & Mcclain, 2012). The researcher collected the data through a semi structured interview in a comfortable setting. Interpretive paradigm was used because it helped to understand the social world from the experiences and subjective meanings that people attach to it. Because of the subjectivity of human views and experiences, social reality may also change its nature and form (Hennink, Hutter & Bailey 2011). Thus, those working from the interpretive tradition, value experience and perspective as important source of knowledge.

Sampling Strategy and Data Gathering

Ten school principals from ten districts of the province of Punjab were the sample of the study. Given the numbers involved and the fact that they were based in 10 different districts, the interview protocol was deemed the most appropriate data gathering instrument for accessing the Secondary School Principals. This is the most common format of data collection in qualitative research. According to Oakley (1998), qualitative interview is a type of framework in which the practices and standards are not only be recorded, but also achieved, challenged and as well as reinforced. In planning the research design, and in generating the Interview schedule, due consideration was given to ethical issues. Each head was contacted and sent a follow up request confirming the nature of research, and confidentiality with respect to the names of School principals and their respective schools was guaranteed. The interviews were recorded with the permission of school principals and again, with the promise that all individuals' details would be kept anonymized.

Instrucment

A semi-structured interview schedule was used based on the study's research questions and guided by its conceptual frameworks. Interviews lasted approximately 30-40 minutes and were all conducted by the researcher herself, in each case, following an introduction in which attention was drawn to the recording device and confidentiality was guaranteed.

Data Analysis

It was important to establish and follow a clear described criterion that could account for the quality of the study. While the terms reliability and validity are essential criterion for quality in quantitative paradigms, in qualitative paradigms the terms credibility, neutrality or conformability, consistency or dependability and applicability or transferability are to be the essential criteria for quality (Lincoln & Guba, 1985). Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm (Golafshani, 2003). The term trustworthiness substitutes the conventional terms of validity and reliability in the qualitative research. It refers to the quality and rigor of a qualitative study. To ensure reliability in qualitative research, examination of trustworthiness is crucial. To achieve the trustworthiness, the researcher provided the clear and thick descriptions about the research question, tools, sampling strategy, context, participants and their experiences and views to allow the reader to transfer knowledge generated into their own context. The researcher tried to use logical method of data collection and documented the whole process in detail to justify the methodology of the study. Data generated from the interview questions concerning professional capability were coded thematically. This process follows several stages. These phases involved reading and re-

reading the interview information, generating concise labels (codes), identify broader patterns of meaning (potential themes), Reviewing themes, defining and naming themes, weaving together the logical account and data extracts and contextualizing the analysis in relation to existing literature. The interviews were audio recorded. The researcher further prepared transcripts and wrote notes about the interview.

Results and findings

Sharing the life experiences of those interviewed and listening to their continuous personal and professional development experiences was an enlightening and enriching activity. Having outlined the scope and purposes of the study, the findings were discussed under a number of central and extended themes arising from the research, drawing exclusively in each case on responses from in-depth interviews according to the topic under discussion. The following table presents the themes and sub-themes of the study:

Table 1
Themes emerged from the study with description

S #	Main themes	Extended themes	description
1	Selection and Induction Process of a Principal	1.1 Seniority based promotion 1.2 Merit based selection system	The ways through which candidates are appointed as school principals
2	Specific standards or areas of competence for Principals	2.1 Teaching and learning at school 2.2 Principal's own learning 2.3 Management of school organization	Principals' views on how they are learning to become a good principal
3	Describing their Day to day affaires	3.1never-ending small encounters 3.2 Constantly changing world of Principal 3.3 Emotions of a principal	Description of a typical day in school as principal at their schools.

Selection and Induction Process of a Principal in Pakistan

Principal selection and preparation programmes in Pakistan are the responsibilities of the Ministry of Education. The document analysis and interviews indicated that there are two ways for entering the principal's position.

1. Seniority based promotion
2. The merit based selection system

In the Seniority based promotion education department directly promotes the most senior teachers while the second path is merit based selection system for internal younger teachers, and external candidates. The merit based selection system for school principal recruitment and selection is generally made through the Public Service Commission (PSC), which normally posts advertisements for school principal positions in print and electronic media (Nasreen & Odhiambo, 2018). According to Public Service Commission (PSC) In addition to the required academic qualifications and experience, candidates for the post of principal are also required to qualify in a written test. if they passed the test then invited for an interview. Successful candidates are then appointed at the basic pay scale-19 (Punjab Public Service Commission, 2018), initially including two to three months of professional orientation and training programme. The Directorate of Staff Development (DSD) is the main provincial level in-service training department responsible for conducting this type of professional training programmes for teachers and school principals (Nasreen & Odhiambo, 2018).

This study revealed that five out of ten principals were directly selected by Public service commission and the other five were promoted because of their seniority (length of service). According to a research conducted by Quraishi & Aziz (2016), it was found that most of the school principals were selected to their positions on the basis of merely lengthy teaching service. They never appeared in recruitment and selection test or interview process for headship.

The understated transcripts are illustrative of the selection process of the secondary school principals:

In our schools principal are selected by seniority..... I was serving for the last 10 years as teacher and now I have been promoted on the basis of seniority to the next grade/level. I was working as a subject specialist in biology in a higher secondary school. There was no post of 19th grade so I was nominated as head of modal high school in the same area..... It was very difficult for me earlier to handle this position. I think before appointing principals, authorities should arrange management training sessions. (P3)

After the retirement of previous principal I have been promoted at this position on the basis of seniority. I learn through trial and error. I think every principal must attend a training program to understand the technicalities of this position. (P5)

The above views clearly suggest that principal selection purely on the basis of seniority posses some problems as this does not ensure that the person selected is competent for the role and position. Other school principals who were directly selected by Public service commission were mostly have pre-service professional qualification which helped them in the understanding of their responsibilities but still they demanded for proper training on leadership and management before joining their duties. They also mentioned the support they got from their families, friends and colleagues. Their narrated responses are given below:

> I did my masters and my professional qualification was B.Ed. I applied for the post of principal advertised by the Punjab Public Service Commission. After initial screening of applications, I qualified and passed the test then they called me for an interview. I got appointment letter after interview. At start there was no training but after one year of my selection and posting I was called for training at DSD. I was not much aware of the new responsibilities related to my job. I took some courses in my B.Ed program but I think department should conduct workshops or training programs before inducting them on the job. My family and friends helped me a lot in knowing and understanding so many job related matters. They are still with me. I still discuss all my difficulties with them. (P2)

> I was directly selected by public service commission...........first, seats of principals were advertised in newspapers and after this we applied for it then short listed candidates were called for written test then we appeared in the written test and cleared the written test and qualify for interview......I was selected on the base of interview performance and was selected as a headmistress. There were two or three categories and that I was posted as a headmistress. I am satisfied with my job. I did not face major issues regarding my job as I learned many things from my M.Ed in Education.(P6)

Specific standards or areas of competence for principals

All principals interviewed in this study felt that their position is very critical for school to be successful in accomplishing its mission. According to them, a principal's job is to make decisions that will lead the organization to the attainment of is goals. Their Responses can be categorized under three main themes e.g. teaching and learning at school, principals' own learning, and management of school organization.

Teaching and learning at school

The school principals were generally of the view that the ultimate goal of a principal is to create conducive environment for teaching and learning at their schools and for this purpose they accentuate the need of professionally well equipped and learned teachers to cater the needs of diversified groups of learners and they also emphasized the need of utilizing modern teaching learning methods and resources.

> .....Pakistan has signed Millennium development goals (MDG) internationally and is working in collaboration with other countries ......We have certain local needs of our students but we should not ignore the modern needs .we should learn scientific, social and religious knowledge in combination with international perspective.............being the head and the teacher I should know the physical, social, emotional health of the teachers and learners. I should understand their needs, aspiration. Their individual differences are important so we should know the psychology of our students to create effective learning environment. (p3)

> ....We need to be creative and innovative to change our practices of teaching and learning. I have adopted my own ways and my own thoughts about it. We don't have big play ground at school but that do not restrict me and my students to actively participate in games. I personally send students to the nearest play grounds and stadium of the city in the supervision of our teachers. Allah almighty has given me confidence to decide and plan their curricular and co curricular activities. (P3)

Principal's own Learning

Principals were learning with their growing experience and they mentioned many things happening at school that always keep them learning. They expressed their views on the benefits of their collaborative practice. They reported that they learn from people around them, from the high level school administrators to the lower ranked employees of the school. The following remarks are indicative of the range of responses:

> Being on the seat of a principal is a never ending learning process. Even after so much experience I don't rate myself as a good principal because still there are a number of short comings. I learn on daily bases from my staff, teachers, colleagues and high ups. I think it's a continuous learning process. I don't think so that i can become a perfect principal. Even after retirement, I'll be ready to learn new things. There are many things I should do in a different way but I did differently. There is always room for betterment and improvement. (P2)

I learn from my experiences and from my senior teachers. If we want to be a good principal then we should have fear of Allah....... with sincerity I keep discussing things with the school staff, teachers and even sometimes with parents. This not only increase my knowledge but also help me to decide about issues and problems with more confidence. (P7)

I learn a lot through my experiences and I feel good after a full day spent working for the betterment of school. I always try to solve the problems on time. Moreover, Head must be a good listener. I listen problems of every type of people as much as possible. students are my best friends. I guide students and ask them to share good ideas with me. I try to understand their behaviors and learn from their attitudes. Cleaning staff also give respect to me and they never refuse to do their duties. I also chit chat with the security staff to make the school security and safety fool proof. Everyone who interact with me is a source of learning for me. I think a person becomes confident who manages in crises situations effectively. We did some good things when flood came in 2010. The biggest camp of the city opened in our school to manage flood effected people. We managed it very well. the camp remained for two months and we provided everything to them. We served them and earn respect....I think if a person is honest then people give respect to him/her....... (P9)

Overall management of school organization

They highlighted some of the areas of competence for principals i.e. knowledge about overall planning, organizing of school operations, financial and other managerial rules, diverse students' and teachers' psychology, teaching and learning styles, modern scientific/ technological advancements, students' and teachers' physical and mental health, parents and community expectations etc . They further described that collaboration is the key to success and being critical, analytical and creative will make a distinctive school leader. Their stance was also supported by Pongtornand and Ngang (2014) who highlighted the importance of collaborative teams in developing schools. Furthermore, school principals also emphasized the need of excellent managerial skills e.g. diagnostic & analytic skills, good listening skills, communication skills, technical skills, problem solving and decision making skills.

The following responses are representative of their views:

> A leader should be competent to successfully handle academic and administrative affairs and problems at school. I feel the need of continuous training on management. As the principals' interaction with teachers and students in school setting is an important part of their work, the knowledge about students' and teachers' psychology makes him/her able to understand that how people absorb, transfer and retain new information..........He/ She should understand individual learning and the instructional process. The principal should also have good working relationship with his/ her staff to run the school affaires in good way. I try to collaborate with my staff to become effective ......(P2)

> Managerial skills are very essential for a school principal e.g. diagnostic and analytic skills. He/ She should have the ability to see the "big picture," to recognize significant element in a situation and to understand the relationships among the elements and also handle stress effectively. To take good decisions, I always try to get maximum information from multiple sources. I also consult with other teachers on the issue. Collaboration is always a good strategy...... (P4).

> .....The school principal should be proficient in information technology, computer based work, record keeping, filing information, inquiring matters, overall school program assessment.... He/She should also have understanding on financial aspect e.g. how to handle the school budget in effective way............(P7).

Describing their Day to day affaires

The school principals encounter different types of situations in a full school day. They reported their busy schedules which include multiple tasks and activities. All of them stated that they formally start their day from morning assembly in which recitation from the holy Quran, prayer, and national anthem are compulsory. After that they start their work in which they face many routine and sometimes unique problems. They deal with never-ending small tasks and also many challenging situations which effect their moods and emotions. Following sub themes describe the details of their day to day affaires:

Never-ending small encounters

The general picture of the principal's work which emerges from a detailed qualitative analysis of interview responses to this question was that the principal's day involves never-ending small encounters, in which one must smartly sort out significant and insignificant situations and then figure out how to handle such situations. Typical comments on the current nature of principals' work included:

> .....There are number of things and activities. The day started from the school gate and I check whether security attendants and peon with metal detector are present or not because security problem is there in the country for schools.....then morning assembly and time table are important things that I specially take care. The major problem is to substitute teachers in place of those who are on leave......routine office work continues even after the school time.... (P2)

> Almost half an hour before the opening of the school I do routine work like checking the attendance register and school cleanliness etc. After attending morning assembly, I go to the office and sign the applications and other documents of the students and the teachers. .... sometimes, inspection team come to check the school. .....our school have 2000 students and its difficult to assess students' and teachers' performance in the over-crowded classrooms. I myself try to take one or two classes every year to understand students' problems. ...... I have assigned duties to some senior teachers to manage school operation. meetings inside and outside the school takes much of the time...sometimes I take office work to home to complete on time....(P4)

Constantly changing world of Principal

At the same time, the principal needs to keep the whole enterprise on course and make all students in the school premises to learn productively. They confirm that the world of the principal is uncertain, ambiguous, constantly changing; involving both local issues and broader economic, social and political forces. One of the principals expressed her situation in this way ' I feel over burdened by the weight of my never ending responsibilities'. Another principal responds likewise, 'My position not only brings satisfaction but also overwhelming frustration because of the burden of different types of work which include, office work, meetings inside and outside the school on different issues and problems, checking students' and teachers' activities and school cleanliness, responding to emails etc' (P7). Consider, for example, the following transcript:

...............As a school leader, I envisage, develop and control many day-to-day events in the school. The real hard time comes when your viewpoint, information, skills and knowledge are challenged by the things which are outside of your control. We need to quickly respond mostly as in complicated situations you need a totally unusual set of skills like constructive conflict resolution. However, when things are smooth then we always plan for future improvement and advancement....... (P2)

.........We have to deal with parents and sometimes we have to quickly respond on the assignments given by the higher authorities. If some information is needed, they call us even in the evening without caring and bothering that it's our personal time and said to send information within 30 minutes............there are multiple functions of principles as they face problematic and difficult situations. Sometimes a day is so hectic because of the load of work........ As I told you earlier that we have to take care of many things which are going on in the school, for example if a peon, clerk, or gardener is not performing duty, if a student is not being treated well and is not being given proper attention by the teacher, if a teacher is not going to take class according to given time table, and if parents are complaining about something then we have to respond according to the situation. I have also solved many issues regarding student teacher interaction. There are many matters both inside and outside the school which keep us busy in the whole day.........(P6)

Emotions of a principal

Emotions are the strong feelings that allow us to experience joys and sorrows of life. Positive and negative emotions are an inevitable part of life. Positive emotions broaden one's awareness and encourage original, wide-ranging, and exploratory thoughts and actions. The principals responded on the different types of attitudes of teachers, students, administrative staff, and parents of the students and highlighted the importance of a principal's positive attitude with these responses:

We generally don't have rude attitude. Principal's mood and attitude matters a lot. Positive emotions motivate others to work. To effectively manage things, time management is needed but before that your encouraging behavior towards your staff is most important because you cannot do anything and on time without their assistance .... I noticed that when we solve any sort of problem collaboratively, then we feel confident...... I always try to help my staff and students with outstretched hand and a warm smile (P8)

> I take some classes and I feel relaxed while contributing as a teacher.........I enjoy the management position....... I work happily with the support of my school staff..... I think, if we do our work with cool and calm mind then the result of our work will be good. Many people come into my office and express their anger and get hypered. I always listen to them and then I guide them in a better way to make them feel relaxed. I think that expressions of people count instead of their words. School leaders should keep smile on their face. (P9)

Discussion and Conclusion

Ever since the development of the societal structure of man, a need for managing people and work gained significance and importance. In any context, human investment has a heavy emphasis on itself. One cannot deny the importance of management in this regard as it is the one due to its structuring gets work done by people. Principals have a significant influence on the effectiveness of their school and academic achievement of students (Boe, 2001). Therefore, right choice and meritorious selection of school principals is crucial for building and sustaining effective schools (Bjork & Ginberg, 1995; Chapman, 1999; Berlnthol, 2000; Brooking et al, 2003). If we want to improve our school system then we need to induct good people on the position of school principal.

According to the findings of the research principals enter in their jobs in two ways: through Seniority based promotion, where the education department directly promotes the most senior teachers and merit based selection system where internal younger teachers, and external candidates can apply through public service commission. The principal's views clearly advocate that principal selection purely on the basis of seniority posses some problems as this does not ensure the competency of that person for the role and position. Other school principals who were directly selected by Public service commission were mostly have pre-service professional qualification which helped them in the understanding of their responsibilities but still both type of principals demanded for proper training on leadership and management before joining the duty. They also mentioned the importance of support they got from their families, friends and colleagues in performing their duties.

It was highlighted by the school principals that every principal should attain a specific standard of competence to perform duties effectively. Principal's decision making skills can foster the attainment of school goals. Their Responses were discussed under three main themes e.g. teaching and learning at school, principals' own learning, and management of school organization. The principals emphasized that the ultimate goal of a principal is to create conducive environment for teaching and learning at their schools and for this purpose they accentuate the need of professionally well equipped and learned

teachers to cater the needs of diversified groups of students and they also emphasized the need of utilizing modern teaching learning methods and resources for this purpose. For example, one of the principal stated,' I should know the physical, social, emotional health of the teachers and learners. I should also understand their needs, and aspiration. Their individual differences are important so we should know the psychology of our students to create effective learning environment'. Another principal further respond, ' We need to be creative and innovative to change our practices of teaching and learning.'

Principals own learning was another important aspect of their job. They explained their learning with growing experience and they also mentioned that many things happening at school that always keep them learning. The school leaders/ principals need to sharpen their knowledge and skills, but their experience to handle difficult situations develop them the most. According to Boerema (2011) leaders are not those who pass all types of tests, but those who learn from challenging experiences and use this learning in future situations. They learn from people around them, from the high level school administrators to the lower ranked employees of the school. Furthermore, principals expressed their views on the benefits of collaborative practice and emphasized the need to work collaboratively for efficient functioning of schools.

Another principal describe this way, 'I learn from my experiences and from my senior teachers'. Other principal report similar feelings: 'I learn a lot from my experiences and I feel good after a full day spent working for the betterment of school.....Moreover, Head must be a good listener. I listen problems of every one and try to deal situation in a good way. Listening is another form of learning'.

They further highlighted some of the areas of competence for principals and overwhelmingly agree that principals should know many things to run the school smoothly as one of the principals stated, 'The school leaders should be information seekers'. Following are some examples:

1. knowledge about overall planning and organizing of school operations
2. financial and other managerial rules
3. students' and teachers' psychology
4. diverse needs of students
5. teaching and learning style
6. use of latest technological advancements in class
7. students' and teachers' physical and mental health
8. parents and community expectations etc.

They further described that collaboration is the key to success and being critical, analytical and creative will make a distinctive school leader. Their stance was also supported by Pongtornand and Ngang (2014) who highlighted the importance of collaborative teams in developing schools. Mostly principals highlighted the need of collaborative efforts to manage effectively. Pongtornand and Ngang (2014) also further emphasized to form strong collaborative teams within schools in order to widely develop schools and community networking.

Furthermore, school principals also emphasized the need of excellent managerial skills to effectively manage school e.g. diagnostic & analytic skills, good listening skills, communication skills, technical skills, problem solving and decision making skills.

While describing their day to day activities all of them stated that they formally start their day from morning assembly in which recitation from the holy Quran, prayer, and national anthem are compulsory. After that they start their work in which they face many routine and sometimes unique problems. They deal with never-ending small tasks and also many challenging situations. They sometimes have to take unique non-programmed decisions for a unique situation. This means decisions are dependent on the type of situation. This finding is consistent with earlier research on organizational leadership e.g. McLaughlin & Talbert, (2001) and Donaldson (2001). It reveals a need for school principals to operate "contingently" and adopt approaches depending on the situation.

At the same time, the principal needs to keep the whole enterprise on course and make all students in the school premises to learn productively. They confirm that the world of the principal is uncertain, ambiguous, constantly changing; involving many issues. One of the principals expressed her situation in this way ' I feel over burdened by the weight of my never ending responsibilities'. Another principal responds likewise, 'My position not only brings satisfaction but also great frustration because of the burden of different types of work which include, office work, meetings inside and outside the school on different issues and problems, checking students' and teachers' activities and school cleanliness, responding to emails etc'.

School principals' burdensome routine effect their mood. Consequently, changing moods and emotions effect their work environment. However, the positive emotions of a principal can create a perfect balance of an optimistic principal, inspired and involved teachers, motivated parents, encouraged students, and a respectful learning environment. Negativity brings negativity and spoil the whole school culture. One principal stated, ' We generally don't have rude attitude. Principal's mood and attitude matters a lot. Positive emotions motivate others to work'. It was concluded by them that Positive and negative emotions are an inevitable part of life. Positive emotions of principals broaden their consciousness and encourage innovative, wide-ranging, and exploratory thoughts and actions.

In short, school organization is pivotal in the people development. In managing contexts, a manager sets out plans, outlines plans, describes objectives, sets the path for his/ her subordinates to follow. To instill that energy and surge in people keeping in mind their strengths, drawbacks, limitations, demands, usefulness, trustworthiness is an art in itself. And this art is put to use in the management of organizations. Hence, showing how integral a human task it is.

Recommendations

It is confirmed from the study that the world of the principal is uncertain and constantly changing. They face diverse issues in managing their schools. Therefore it is recommended that special trainings on school management should regularly be conducted to enhance principals' skills, knowledge and abilities.

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