

IMPACT OF ARMED CONFLICT ON MANAGERIAL BEHAVIOR OF PRINCIPALS OF SECONDARY SCHOOLS IN DARFUR, SUDAN

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Abstract

Presently, there is armed conflict in Darfur, Sudan. Armed conflict has adversely affected the social, economic and educational development of Darfur, Sudan. Purpose of this study is to know the impact of armed conflict on managerial behavior of the principals of secondary schools in Darfur, Sudan. In this study, the impact of armed conflict on performance of the secondary school principals was analyzed in perspective of their managerial behavior. Based on the findings of the study significant impact of armed conflict was found on the managerial behavior of the principals. It was found that principals coordinated with the staff in activities of the school but were frightened and unable to perform their administrative and managerial duties freely and independently. There was communication gap between the principals, teachers and parents. The principals did not possess the skills to maintain school budget & finance properly. It was concluded that the principals need administrative and managerial training. Government of Sudan may establish academies of Educational Administration & Management to impart training to the principals of secondary schools and to take steps to control the existing armed conflict.

Keywords: Darfur, principal, administration, leadership, management, managerial behavior, civil war, armed conflict

Introduction

Sudan has been facing social, economic, political, religious and ethnic issues for the decades. Breidlid (2010) explains that the resistance by different Southern Sudanese liberation movements against the various Khartoum regimes was due to what was perceived by most Southerners as oppressive policies against the South. Initially, it was a conflict between South and the North Sudan because of the unequal distribution of resources and oppressive policies of North against the South. Previous arrangements for the education of the nomads collapsed with the around conflicts. Mohammed (2011) confirmed that general services of health, water and education though meager were collapsed. According to a research 300,000 lives have been lost, more than 3 million people internally displaced, 300 villages torched, crops and livestock worth millions of dollars destroyed. Such psychological and social destruction cannot be quantified only in terms of dollars but it was the loss of humanity. These problems have destroyed the

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economy and social life of the Sudanese people. The conflict has adversely affected the social and environmental conditions of Darfur. Bronswich (2008) elaborates that conflict in Darfur has accelerated the processes of environmental degradation that have been undermining subsistence livelihoods in the area over recent decades. Sudanese are fond of getting education but the existing armed conflict and civil war has jolted the pillars of the country. It has adverse effects on the education system. The principals, teachers and other staff cannot perform their responsibilities freely and independently as their lives are not secure. Secondary education is an important aspect of the education system and it is imparted through secondary schools. Armed conflict has adverse effects on the economy, education, social and political system of the country. In this study the impact of armed conflict on managerial behavior of the secondary school principals was analyzed

Population and Sample

The population of the study comprised all of the Secondary School Principals in the state of Darfur, Sudan. Darfur is the central province of Sudan. Darfur is further divided into three districts of North, South and West. The area was spread and the populated areas were far away from each other. It was difficult to collect data of the whole population so the study was delimited up to the district of Nyala. Sample of the study comprised of 40 principals including 25 male and 15 female principals. The sample was taken on the basis of enrollment ratio of the students.

Instrumentation

A Questionnaire with five-point scale was developed by the researcher to get responses of the principals to know about the impact of Civil War on Managerial Behavior of principals. All of the items were developed according to the objectives of the proposed study. The questionnaire was validated, tried out and was found appropriate for data collection.

Data collection

The questionnaire was administered to the school principals. A language assistant was hired who knew Arabic and English to help the researcher in explaining the questionnaire to the principals. The responses were attained and the data was accordingly collected and recorded.

Data Analysis

The collected data was then analyzed through statistical means. Mean and Standard Deviation of the data were calculated and presented in a tabular form.

Review of Related Literature

School is an institution where children are imparted education but the level of schooling differs from country to country. California Department of Education has defined school as an institution comprises, "one or more teachers to give instruction, an assigned administrator, based in one or more buildings and enrolled students".

Secondary Education produces Middle level workforce and provides crop for Higher Education. According to Goel, (2005) Secondary Education for the economy is a period of education which follows after elementary education and acts as foundation for Higher Education. The above statement confirms that principals of secondary schools act as leaders, administrators and managers of their respective schools. They facilitate teachers, students and staff towards the achievement of the objectives of their respective schools. Secondary Schools prepare students for technical, professional and Higher Education. Hussain (2011) explains secondary education as a sub-sector of the education system and demands amicable management, keeping in view the major objectives of producing middle level workforce for the economy and providing a pavement for higher education. Secondary Schools impart Secondary Education and provides platform for further education.

Principal

The Head of secondary school acts as a principal of the school. He/she acts as a leader, administrator and manager of the school. The principal leads the team for successful achievement of the school goals. Naido (2006) states that school principals manage the finances in transparent manner, displaying a high sense of responsibility and are accountable to high ups for their functions. In light of the Naido's statement principals have the responsibility to ensure the achievement of the school objectives and must possess the skills to maintain the schools budget and finances. In case they are not having the finance management skills then they may not be the good administrator and manager. Karakose (2007) elaborates that principals have to work with a lot of people who have values and expectations while they perform their duties. In secondary schools, the teachers, staff and students belong to different social background and cultures and principal work with them as team leader. It depends upon the principals to achieve the desired goals of the school in an effective and efficient way.

Younas (2014) describes principal as the Head of secondary school who supervises and controls the school with the help of supporting staff. The principal assigns tasks to the teachers and staff to ensure achievement of the school's objectives, maintains contact with teacher, staff, students and their parents through effective communication. School principal maintains liaison with the community and the nearby principals to maintain sound and ideal teaching and learning environment. According to Nike (2014) the overall management of school rests within the principal working with and through the teachers to maximize the capabilities in the profession and achieve the desired educational goals. They supervise and control the school with the help of teachers and school staff. They are responsible for all school-based activities of routine and special activities like speeches, debates and games to improve physical and mental health of the students. Principals act like a bridge between the upper management, the staff and the parents. They are answerable for their performance to the senior management and the community. Efficient principals are those who achieve maximum results within the limited available resources. The resources within the school and outside the schools are utilized with collaboration and involvement of the community.

In Darfur, Sudan, the community is facing armed conflict. This conflict has brought the entire infrastructure in jeopardy and the integrity & solidarity of state are at stake. It has adversely affected the Educational environment in general and Secondary Education in particular. Principals, teachers and students do not find ideal situation for teaching and learning and it is very difficult to educate students'. This statement has been supported by Kirui, Mbugua and Sang, (2011) that principals operate in a very complex and challenging environment like security issues, inadequate finance and meager resources, pressure from various stake holders and the impact of socio political issues. Security and scarcity of resources have made the working environment very complex for principals of secondary schools.

Administration

Administration is the implementation of rules at the highest level and it acts to ensure conformity with established rules and procedures. It includes supervising, controlling, budgeting, accounting and complying with the orders issued by the management. The management frames rules and regulations and implements it through administration. Principal of secondary school works as part of the administration. The rules are framed at the upper management level that issues orders and are changed by the management when there is some change required at public policy level. It is the authority which organizes, administers the resources efficiently and effectively so that the school objectives are successfully achieved. According to Andre (2009) school administration is different from other enterprises due to its goals and objectives. In light of Andre's above statement school principal acts in a different way as an administrator and manager. The efficient principal is that one who utilizes the minimum resources and gets maximum output. Guide and coordinate with teachers in class room, co-curricular activities and involve them in decision making. Generate resources for their schools with the help of community and maintain liaison with the community as well as with the principals of neighboring schools for ideal teaching/learning environment. Educational management formulates policies and the administration implements policies, rules and orders of the management through hierarchy of the command at Provincial, Divisional and District level. So principal of the school is responsible for effective implementation of the rules and to achieve the desired goals i.e. students' success.

Leadership

Leadership is the ability of the leader to lead a group for achievement of some predetermined objectives within the institution or organization. Principal of the school is an administrator, leader and a manager. "Leadership is a relationship between those who aspire to lead and those who choose to follow." Kuoze and Posner (2002, p. 20). Principal in a school act as leader of the team consists of teachers, staff and students. Leaders lead their team to get students' success and for this achievement a relationship is developed between the principals, teachers and staff. Noor (2014) has elaborated leadership as a trait which a leader utilizes to activate the staff to cater with organizational issues that cannot be answered by the administrative decisions. It is the ability of the school Head who utilizes it within the school to achieve the desired objectives through his staff and colleagues. He acts as a leader of his staff in the affairs of the school. It is the skill with the help of which the leaders mobilize the staff to meet

organizational challenges where they could not be handled by the administrative orders, rules and management procedures.

Karstanje, et al. (2008: 739-759) argued that school leaders cannot be recruited from teaching staff on the basis of their teaching ability but requires special preparation for the job. The leaders involve their staff in decision making, comply the laid down rules through motivation, inspiration and guidance. Leadership fosters qualities that help organizations to achieve its goals by identifying and using individuals' talents for common welfare of the school. An institution or organization should confine its focus on motivating its employees to adopt vision, mission, goals and objectives of the organization willingly and enthusiastically. Green (2009) added that an effective leader needs to promote understanding, appreciation and know the use of diverse cultural, social and intellectual resources of the community. Leaders achieve results by inspiring others to follow them. Sammons, (2011: 83-101) highlighted that leadership affects directly and indirectly a range of school, class room processes, the school improvements and academic results. He can efficiently achieve those objectives if he maintains good communication with his colleagues and staff, reward them for better performance, involve the staff, parents and the community in decision making process.

Management

The organization and coordination of the activities in an organization to achieve the desired objectives is called management. The manager plans, organizes, schedules, directs and coordinates the activities of the organization. Educational management is both a field of academic study and collective group of professionals like teachers, principals and other education professionals. Robbins, S.P and Coulter, M (2007) have defined management as the process of coordinating work activities as so that they are completed efficiently and effectively with and through other people. Karakose (2008) described that management is mainly concerned with the issues like community and parental involvement, budget, staff evaluation, legal issues, human resource issues, instructional contacts, school improvement, decision making, interpersonal motivating skills, leadership styles, time management and group facilitation. According to Terry (2000) Management is a distinct process consisting of activities like planning, organizing, actuating and controlling. These activities are performed to determine and accomplish the predetermined objectives with the help of human and other resources. Hussain (2011) viewed that Management of Secondary Education plays an important role in reshaping the individuals' natural potentials and to enable them to contribute for socio-economic development of the country. Educational Management utilizes the potentials of their staff and ensures achievement of the desired objectives of their respective institutions/schools. Nike (2014) added that Educational Management in Secondary School involves the application of management principles in designing, developing and affecting resources towards achievement of educational goals. These principles include: planning, budgeting, organizing, directing, supervising and controlling. Principal act like manager, administrator and leader of the school team and effective achievement of the objectives depend upon the attitude, style and behavior of the principal.

Managerial Behavior

According to Fred (1986) an attempt to replace all management with behavioral science concepts and techniques is called Managerial Behavior. Managerial Behavior is a rational component of organizational life made up to that portion of policy, daily operation and decision making which keep the school functional and make it result oriented. According to Fassasi (2011) Managerial behavior implies the manner in which the Head of an organization behaves towards subordinates in the work environment. It is a combination of managerial functions (what he does) and managerial styles (his manner of doing things). Achievement of the school objectives depend upon the attitude and behavior of the school principal and it is the management style of the principal. Managerial Behavior of male and female principals differs in nature. Somewhere male and somewhere female have ideal managerial behavior. This has been authenticated by Inamullah, Naeemullah and Naseer (2010) that Managerial Behavior significantly differs in female and male School Heads. Female School Heads have better Managerial Behavior than their male counter parts. Managerial Behavior of principal depends upon Communication, Motivation, Decision Making and Human Resource Management.

Communication plays a vital role in any of the successful working of the organization. Kowalski, Petersen, & Fusarelli (2007) described communication as an active leadership tool and ought to be a part of principals' education and training. In Secondary Schools the principals convey their orders to the teachers and the staff and in the same way receive feedback of their teachers and the staff. It is a two way communication i.e. top to bottom and bottom to top and if it becomes one sided then the school may not produce the desired achievements of the students. Helene (2008) described that Organizational Communication is a process of creating and exchanging messages. Communication in successful schools is a joint venture of the principals and staff where many variables need to be taken into account to contribute for achievement of the educational outcomes. Organizational Communication motivates employees for better performance and accepts responsibilities in addition to their responsibilities.

Motivation is the second important aspect and plays an important role in Managerial Behavior of the principals. It is the process that initiates, guides and maintains goal oriented behavior. Bangash (2008) described motivation as the art of getting people to do things or to do things more effectively and efficiently. Principals motivate their teachers and staff for better performance and to accept responsibilities in addition to the teaching. It is the most effective tools for principals to achieve the desired objectives effectively and efficiently. Bangash (2008) added that it is a state that directs the behavior of the individual towards certain goals and a psychological process that gives purpose and direction. In Secondary Schools, the principals encourage their staff through awards, leave and other incentives which motivate the staff for achieving the desired results in an effective way. Principals reward their teachers and students which encourage and motivate them for better performance and results.

Decision making is the third important aspect of Managerial Behavior. The cognitive process of reaching at a decision is called Decision Making. It plays an important role in

the managerial performance of the principals. According to John (2006) Decision Making is the process of identifying problems, considering, evaluating the alternatives, arriving at the decision and taking action. The principals gather information through their effective communication system, discuss the problems with the teachers and staff and take decisions with the involvement of teachers and staff. Autocratic nature of behavior usually fails to get the organization's objectives and students' achievements. Efficient principals assign tasks to the staff according to their capabilities and involve them in decision making process. Harris (2012) added that decision making is the study, identifying and choosing alternatives based on the values and preferences of the decision makers or it is the process of sufficiently reducing uncertainty and doubt about alternatives to allow reasonable choice to be made among choices. Good decisions by the managers strengthen the operational capabilities of any organization.

Human Resource Management is the fourth important factor which does contribute to the managerial responsibilities of the Secondary School Principals. Braton and Gold (2007) has defined Human Resource Management as strategic approach for managing employment relations which emphasizes the people's capabilities to achieve competitive advantage, this is being achieved through a distinct set of integrated employment policies, programs and practices. Recruitment and deployment of capable and efficient staff in the organization ensures attainment of the desired objectives within the specified time. The desired objectives of the schools are achieved if the staff is employed and deployed according to their capabilities and requirement of the organization. Recruiting of new staff and deployment of the available staff is the Human Resource Management. Deploying the right person for the right job is the essential element of any organization. According to Abubakar (2010) Human Resource Management is the most important aspect of school Heads in managing their school activities. Human resources are the abilities and characteristics that exist within the individuals. The acquisition of skilled, talented and motivated staff is an important part of the Human Resource Management (HRM).

Civil War

The first civil war in Sudan was fought from 1955-1972 and the second civil war from 1983-2005. According to Breidlid (2010) The civil war between the North and the South lasted, with certain intermissions (e.g., the cease fire between 1972 and 1983), from 1955 to 2005. The second war lasted for 22 years and more than 02 million people died as a result of war, famine, and diseases caused by the conflict. South Sudan consists of the Christian majority and muslim minority whereas North consists of the muslim majority and Christian minority. The unequal distribution of resources and discriminatory attitude disappointed the South Sudanese and they started proxy war against the government. Jok and Johnson, (2007) described that fundamental religious and ethnic differences between the Southern, non-Arab populations and the North, Muslim; Arab dominated government of the National Congress Party (NCP). Other causes included a struggle over the abundant oil resources. Foreign courtiers also started interference and the war extended up to the North Sudan. (Johnson, 2007 and Breidlid et al, 2010) added that the war ended in 2005 with the comprehensive peace agreement between the National Congress Party (NCP) and the SPLM. The civil war ended but the armed conflicts expanded from South to North between the government and the people.

Armed Conflict

In North Sudan, Darfur lies at the western border of Sudan. The armed conflict spread up to the state of Darfur and inflamed the entire province of Darfur. The civil war had destroyed the entire infrastructure of the education system. The college, school buildings were destroyed, new teachers and students could not join the schools because of the conflict. (Bush and Saltarelli, 2000; Smith and Vaux, 2003; Davis, 2004) viewed that education seems to play a somewhat contradictory role in conflict situations while rebuilding schools, recruiting teachers and returning children to class rooms may help reduce the causes of conflict (Collier, 2006; McEvoy-Levy, 2006; world Bank, 2005) This conflict could be minimized if the education system would have been strengthened during and after the war. Killing of innocent people in millions and destruction of properties worth billions of dollars were the main hurdles of the deprivation from education. The Sudanese faced hurdles in getting education but it could not change their mind and showed strong commitment and determination to get education. UNESCO Development Centre has quoted comments of a Sudanese refugee girl, “We had to leave behind all our possessions. The only thing we could bring with us is what we have in our heads, what we have been taught is our Education. Education is the only thing that cannot be taken from us.” According to Vriens (2003, p.71) schools may also be one of “the most successful instruments for the dissemination of militarism”.

The recent expansion of conflict in Sudan currently has in excess of 5 million Internally Displaced People (IDPs) far more than any other country. Resultantly, United Nations Peace Keeping Missions were deployed. The war has deep impact over the social, political and educational field of the Sudanese people. The people, principals and teachers students face a lot of problems while educating their students. The principals cannot perform their administrative and managerial duties freely and independently because of the poor law and order situation and the armed conflict in Darfur, Sudan.

Data Analysis

The data was analyzed through statistical means. Mean score and Standard Deviation were calculated and presented in tabular form.

Variable	F	Means	SD
Security is the main hurdle in principals' performance.	40	4.43	0.81
Armed Conflict has destroyed school Buildings	40	4.17	1.01
Principals are approachable to the students' parents.	40	2.09	0.97
Armed Conflict has adverse effects on principals	40	3.92	0.67
Communication gap	40	3.48	0.99

Perform duties freely	40	2.83	0.83
Decision Making	40	2.79	0.93
Motivation of teachers	40	2.71	0.61
Acceptance of additional responsibilities	40	2.69	1.04
Skills to maintain budget and finance of the school'	40	2.62	0.74
Liaison with neighboring Heads	40	4.32	0.58
Liaison with community	40	4.07	0.63
Coordination in activities of the school	40	2.56	1.04
Need of training	40	4.08	0.56
Establishment of Academies	40	4.01	0.81

Findings

It was found that principals were frightened and unable to perform their duties freely because of the security problems in Darfur, Sudan. In Darfur, armed conflict has adversely affected the entire infrastructure of the school system. The buildings and class room system have been destroyed because of the ongoing armed conflict in Darfur. School principals, teachers and the staff cannot perform their duties freely. Principals do not maintain proper communication with their colleagues i.e. from top to bottom and bottom to top and do not coordinate in activities of the scho. The parents cannot meet with principals' easily and do not involve teachers in decision making process. They neither motivate teachers for better performance nor to accept responsibilities in addition to the teaching because of the poor law and order situation. Principals do not possess the skills to maintain the school budget properly and to maintain close liaison with the community as well as their colleagues in the neighboring schools. Principals are un trained and required to concentrate on budget and finances of the schools. They need to get administrative and managerial trainings in their respective fields. Government of Sudan may establish academies of educational training and management to improve the professional competence of the Secondary School principals.

Conclusion

It was concluded on the basis of the findings of the analyzed data that there is poor law and order situation, security is the main hurdle for the principals to perform their duties freely and efficiently. The principals do not involve their teachers and staff in decision making and cannot perform their duties freely and independently because of the armed conflict. There is communication gap between the principals and the staff and principals do not motivate them for better performance. Principals need to maintain liaison with the community as well as principals of the neighboring schools. They need to develop & improve their skills to maintain school budget & finances properly and to maintain

liaison with their counterparts in the neighboring schools. Armed conflict is the main hurdle between the rivals and the government and the issue needs immediate solution. Principals need administrative and managerial training and Government of Darfur, Sudan may establish training academies for training of the school principals according to the existing environment.

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You as a Secondary School Principal: -**Annexure**

S.#	Statement / Items	SA	A	UD	DA	SDA
1	Plan and organize the overall activities of the school,					
2	Coordinate with colleagues in activities of the school.					
3	Involve teachers in decision making process					
4	Are approachable to the students and their parents.					
5	Maintain proper communication with the teachers					
6	Perform the duties freely.					
7	Motivate teachers for better performance					
8	Motivate teachers for accepting responsibilities in addition to the teaching.					
9	Feel that security is the main hurdle for principals to perform their duties efficiently					
10	Feel that civil war has adverse effects over the principals' managerial behavior					
11	Feel that armed conflict has destroyed the infrastructure of schools					
12	Feel that principals are approachable to the students and their parents					
13	Feel that principals maintain liaison with the community					
14	Feel that principals maintain liaison with the neighboring school Heads					
15	Feel that principals need administrative and managerial training					
16	Feel that Government may establish academies for educational and managerial training					