

Administrative Skills in Principals: A Panacea for Healthy School Learning Ecosystem

Suman Pal¹, Dr. Vinod Kumar^{2*}, & Prof. Gopal Krishna Thakur³

¹Research Scholar, School of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra, India- 442001.

E-Mail: suman.mgahv777@gmail.com ORCID ID: <https://orcid.org/0009-0003-6108-2337>

²Assistant Professor, Department of Teacher Education, Udai Pratap (Autonomous) College, Varanasi, Uttar Pradesh, India- 221002.

E-Mail: dr.vinodpal777@gmail.com ORCID ID: <https://orcid.org/0000-0003-2383-0640>

³Head & Dean, School of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra, India- 442001. E-Mail: gopalthakur@hindivishwa.ac.in

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Abstract:

The principal's administrative skills play the most important role in carrying out and managing day-to-day school tasks. The research's main objective was to examine principals' administrative skills at the higher secondary level. The data obtained through face-to-face interviews of 30 principals selected by a convenient sampling technique were qualitatively analyzed based on the statements included in each dimension of the self-made interview schedule. It is concluded from this study that all the principals have different contexts for administrative skills. Only 60% of the principals make plans after listening to the views of all the senior and junior teachers, whereas about 40% of the principals do not involve their teachers in the formulation of school action plans. 40% of principals consider regular maintenance of the school, a conducive learning ecosystem, respect for each other, and children listening to teachers to be important parts of the school work culture. 60% of the principals consider discipline necessary to establish discipline in their respective schools. Nearly half (50%) of principals acknowledge the negative impact of school responsibilities on personal life, while half the principals remain neutral.

Keywords: Higher secondary school, Principals' Leadership Behavior, Learning ecosystem, and administrative skills.

Introduction:

School principals play a crucial role in shaping the educational landscape, and their administrative skills are essential for effective leadership. The literature reveals that principals

face numerous challenges in improving academic quality and managing their institutions (Abdelkader et al., 2023). These challenges require a diverse set of skills and strategies to create a conducive learning ecosystem and seize leadership opportunities (Ashiq & Warraich, 2023). One of the fundamental skills required for principals is emotional intelligence (EI). Research shows that principals with high EI tend to use collaborative conflict resolution styles, indicating a strong relationship between EI and effective leadership (Mariyadas & Saravanakumar, 2023). Interestingly, the literature reveals some contradictions and gaps in principal training. Despite the importance of leadership skills, many principals receive inadequate training in educational leadership, leaving them ill-prepared for the realities they face in their schools (Abdelkader et al., 2023). This lack of proper training often results in principals being overwhelmed with administrative tasks, preventing them from engaging in pedagogical practices and exercising effective educational leadership (Abdelkader et al., 2023; Giavrimis et al., 2023). Furthermore, the integration of pedagogical leadership and educational management is crucial for achieving institutional goals and improving overall educational outcomes (Rodriguez et al., 2023). At the higher secondary level, the principal is the head of educational administration. The Principals with their administrative skills and good leadership practices create the best educational environment and good ecosystem in their school. A student-centered school ecosystem plays the most important role in making students better future citizens. the National Education Policy- 2020 presents a new paradigm shift in the Indian education system keeping in mind early childhood care and education. In the New Education Policy 2020, the 10 + 2 system of school education has been replaced by a 5 + 3 + 3 + 4 system. Almost all students admitted to schools in the last two years (classes 11 and 12) of the 5 + 3 + 3 + 4 proposed in the Indian Education Policy 2020 are adolescents. They have immense energy. Which is very important to provide the right direction. If they get the right educational environment and guidance at this level, they can play an important role in nation-building. But this is possible only when the reins of their school are in the hands of a successful and excellent leader and efficient administrator, whom we all know as the Principal. Leadership is undoubtedly the most important characteristic of a principal, which makes him more successful than others when other characteristics are similar or nearly similar (Kumar and Thakur, 2019).

The rationale of the study:

Higher secondary school education is the coincidence period of higher education based on students' normal school experience and specialized knowledge. It is that stage of formal education of students, in which the foundation of the future life of the students is laid and they are prepared to choose their future professional path. In the true sense, higher secondary school education works to give definite shape to the personality, knowledge, skills, and values of the students. Successful completion of school activities cannot be imagined without the Principal. He is expected to work with the teachers and other staff of the school to complete all the work smoothly and also to be a good manager managing the needs of the students, teachers, employees, parents, and managers by coordinating them. There are obvious reasons for shifting away from Government schools to self-financed schools. In such a situation, a significant number of children getting school education are getting education in self-financed schools. The teachers working in these schools are under more pressure to get better examination results than the teachers of government schools and the pressure is more on the principals of these schools. The environment of self-financed schools is also often different from that of government schools. School management, service conditions, etc. are many other factors that affect the working style of the personnel of self-financed schools. Principals are also under pressure to provide a better environment to teachers, students, and other school staff by maintaining efficient coordination with school management besides consistently maintaining excellent examination results. In such a situation, it seems necessary to know how a principal meets the needs and expectations of so many people. Therefore, curiosity arose in the mind of the researcher to study the administrative skills of the principals, specially principals' leadership and administrative behaviours such as Akinola (2013), Cáceres (2019), Chukwu (2024), Da'as (2017), Lerra (2022), Daresh & Playko (1994), Dalton & Arpon (2024), Mduwile & Komariah (2021), Efe (2022), Anastasiou & Papakonstantinou (2015), Egboka et al. (2013), Fakhrou et al. (2022), Florence et al. (2024), Friedman (2020), Grissom & Loeb (2009), Hussain et al. (2016), Jerry-Alagbaoso (2022), Kowalski et al. (1992), Masitsa (2005), Mohammed et al. (2020), Moraweh (2023), Mduwile & Komariah (2021), Prastiawan et al. (2020), Sheth (2023), Ukaigwe et al. (2020), Yirci et al. (2014), (Gamala & Marpa, 2022), Nwaribeaku (2020), and Ogbo & Obiekwe (2020) and found that although a large amount of research has been done on primary level and higher level principles, There has been very little research work related to the administrative skills of self-financed higher secondary level principals. In this way, it was necessary to conduct an analytical study of the administrative

skills of the self-financed secondary school principals. Therefore, this research paper is an in-depth analytical study of the administrative skills of self-financed secondary school principals in India.

Research Method & Procedure:

The nature of the research study presented is qualitative. To complete this study, the researcher selected 30 self-financed higher secondary schools in the Prayagraj district by convenient sampling techniques. Principals of all selected schools have been included in the study as a sample unit. The researcher developed a structured interview schedule. With the help of the said schedule, the Principals were interviewed with a face-to-face method. The analysis was done using the transcription of the audio file in percentage analysis.

Results and discussion:

Dimension-1: School Planning and Work Culture

To study the administrative skills of the secondary school principals, the first dimension of the interview schedule— to understand the administrative skills related to school planning and work culture, the Principals of the higher secondary level for the first question were asked, *'How do you consider it appropriate to formulate plans for the successful conduct of school activities?* In response to this question, 40% of principals say that planning gives them more success. While 60% of the principals responded that planning is of utmost importance in running the school, they first plan the work to be done throughout the day after reaching the school, and work accordingly. Working in this way gives them better results. Based on the above analysis, we can say that all the principals consider it better to work by planning in the conduct of school activities, and they believe that this gives them more success in conducting school activities. As a second question, the principals were asked, *"How do you involve teachers in the planning process for the day-to-day functioning of the school?"* In response to this question, 60% of the principals said that before making a plan, they call a meeting of all the senior and junior teachers, listen to their views, and together prepare a plan related to teaching work, discipline, etc. While a principal said that-

"They don't involve teachers in making all kinds of plans. Only while preparing a plan related to teaching work, teachers are called and their opinion is taken."

That is, no opinion is taken from teachers during the formulation of schemes related to work other than teaching work, such as school administration, discipline, building construction, etc.

Another principal said,

“Teachers have the responsibility to teach and write children, so I do not burden them unnecessarily. Sometimes I get their opinion when needed.”

It is clear from the above analysis that about 80% of the Principals consider it necessary to take the opinion of teachers while planning for the successful conduct of school work and also involve the teachers in the process of planning based on their experience and ability. This allows the functioning of their school to be conducted in a better way. While some principals limit teachers only to teaching work. They are not included in the process of planning. As a third term, the question was asked to the principals, ***‘How do you create a better work culture in the school?’*** In response to this question, 80% of the principals said that we give the most importance to discipline in our lives. I reach school 5 minutes before the time. The biggest advantage of this is that we do not have to tell the teachers – they come to school on time and conduct classes according to the timetable. To develop competition among children, games, and debate competitions are also organized. While a principal said that-

“We watch from morning prayer to the last bell for a better work culture. Boys and girls are made to sit in separate classes so that there is no problem of any kind.”

It is clear from the above analysis that most of the principals give importance to discipline to build a better work culture. They follow the time themselves and also ensure disciplined behavior from teachers and students during school time. As the fourth term of the first dimension, the principals were asked, ***‘What do you think should be the characteristics of a good school work culture?’*** In response, 40% of the principals said that the school should be maintained regularly, the school environment should be readable, everyone should have respect for each other, and children should listen to teachers. A principal said that-

“In my view, punctuality, disciplined behavior, love and respect for each other, moral values in children, obedience to teachers, etc. are the characteristics of a good work culture.”

Another 40% of the principals said that according to them, the main characteristics of students, teachers, and office staff coming to school on time and discharging their responsibilities diligently, keeping the children disciplined, regular teaching, and organizing sports and games are the main features. It is clear from the above analysis that almost all the principals have described timely work, discipline, mutual love harmony, teaching according to the timetable, moral development of children, etc. as the main characteristics of a good school work culture. As the fifth term of the first dimension, the principals were asked, ***‘How do you make efforts to improve the school work culture?’*** In response to this question, 60% of the principals said

that they consider all the staff as their family to improve the work culture of the school. We talk respectfully to teachers and staff, listen to them, and take advice from them. We take a step only by calling everyone together and holding a meeting. A principal said that-

"We follow the time and also ask all the parts of our school like teachers, staff, students, etc. to follow the time."

Another principal said,

"I discipline the children, talk to the teachers as well as sometimes to the children, trying to get their opinion. I keep the kids satisfied. I believe if the children are not satisfied, the whole plan will go to waste."

It is clear from the above analysis that almost all the Principals admit that they are always alert and striving to create a better work culture in their school. Therefore, it can be said that the role of principals is very important in improving the school work culture. It is also necessary to have discussions with students, teachers, and other subject experts to build a better work ethic. Principals can create a good work culture in schools by using administrative skills through their leadership behavior.

Dimension-2: Discipline and Ethics

Interviews with Principals to study the second dimension of the Principal's administrative skills – discipline and ethics. As the first post in the second dimension of the schedule, the Principals of the higher secondary level were asked, '***What is your opinion about discipline in the school?***' In response to this question, a principal said that-

"According to us, it is very important to maintain discipline in the school because when there is no discipline, how will the students study, the teaching-learning process will stop, and the guardians will also complain that no one pays attention in the school."

60% of the principals said that discipline is necessary for the school, but the governance in the name of discipline should not be so strict that the students break down and cannot even speak their minds. They discipline the students with freedom so that they can speak freely. If discipline is too tight, children will get scared; as a result, if they want to say something, they will not be able to say it. Another principal said,

"There should be discipline in the school with freedom. So that students can make their independent development possible, and if there is ever a situation of indiscipline, then they can speak their mind openly."

It is clear from this that almost all the principals want to maintain discipline in the school with some relaxation. Discipline has a direct impact on students. Discipline has an impact on the students as well as the school. In response to the second question '***How do you ensure discipline in the school***', 60% of the principals said that they enforce it on themselves, that is, whatever rules they make for the school, it also applies to them. They follow him. They come to school on time. Organize morning prayers on time. After that, teaching work is ensured based on the previous plan made throughout the day. The effect of this is that students themselves become disciplined. This leads to the smooth functioning of the school. While 40% of the principals reported that they follow the time. If they have prescribed that students come at 9:30 and come at 10:30 am, then that discipline will not be enforced. Therefore, it is important that we apply discipline first to ourselves and then to others. It is clear from the above analysis that almost all the principals have said that we create discipline and apply it to ourselves. Discipline succeeds only when the one who creates discipline himself is also disciplined. What ***are your views on discipline and ethics?*** In response to this question, 60% of the principals said that discipline and ethics are two sides of the same coin. Both are incomplete without each other. There is an inherently close relationship between discipline and ethics. A principal said that-

"In our view, discipline and morality are two sides of the same coin. The development of morality is possible only through true discipline. Without discipline, you cannot develop moral values in students. Without morality, students cannot move forward."

Another principal said,

"To maintain discipline in the school, moral values are necessary for the students as well as the teachers."

Another principal said,

"To me, ethics and discipline go hand in hand. There can be no morality without discipline, and discipline without morality is useless. Our disciplinary process must be inculcated with ethics."

Based on the above analysis, it can be said that discipline and ethics are two sides of the same coin. There should be ethics in discipline. The proper development of students is not possible without moral discipline.

Dimension-3: Problem Solving and Coordination

As the first question in the third dimension of the interview schedule with principals to study the third important dimension **of the principal's administrative skills**—problem-solving and coordination, the question was posed to the higher secondary level principals as to '*how do you handle the grievances of students, teachers and other employees?*' In response to this question, 40% of the principals said that the first thing they ask both of them separately is what they want to say about this problem/complaint. Then, let us decide. For example, if a complaint has been made against a teacher, then they call them alone and ask, then talk to the complainant and satisfy both. Another principal said,

"Teachers or students are not messed up; a mess is a problem. Therefore, to change that situation, it is very important for both of them to be satisfied".

Another principal said,

"When a teacher is complained by a student, the first thing I think is that the teacher cannot be at fault. But they may have made a mistake unknowingly. In such a situation, I explain to the student and send it to the teacher and call the teacher alone and explain that you should not do this, it has a wrong effect on the students. "

Another principal said,

"If the problem is inside the classroom, then while solving it, I call the class leader and ask the other students and also ask the class teacher. After this, I sit with the senior teachers and make decisions in the presence of everyone."

It is clear from the above analysis that almost all the Principals interact with both parties while dealing with the complaints. In this process, discussions are also held with senior and experienced teachers. While dealing with a complaint, the focus of most principals is on the satisfaction of both parties. As the second question of this component, the Principals were asked '**What are your views on involving teachers while solving school problems?**' In response to this question, 60% of the principals said that while solving the problem, depending on the nature of the problem, it is decided whether to involve teachers or not. A principal said that-

"We involve teachers in the problem-solving process only when it is very necessary."

Another principal said,

“When the problem is related to the subject, curriculum, discipline, etc., then I involve the teachers while solving it, otherwise, I solve it myself.”

It is clear from the above analysis that most of the Principals agree that the involvement of teachers in the problem-solving process depends on the nature and severity of the problem. If the problem is related to the economic-social condition of the student, then the senior decides in consultation with the teachers. But if the problem is related to the subject, then the teacher of the concerned subject solves the problem with the help of other experienced teachers. Some problems involve teachers while solving some problems and some solve them alone. Principals involve senior teachers to give more weight to the decision and make it effective while solving the problem. In such leadership, communication remains active both from top to bottom and bottom to top. Principals who adopt a democratic leadership style are very popular among their fellow teachers, office staff, students, and parents. Such principals have more respect for teachers, office staff, and students with qualities like competence, creativity, courage, intelligence, and honesty. Question: ***'How do you use teachers in school problem-solving?'*** In response, 60% of principals reported that 'the problem-solving process sometimes involves senior teachers. In this, mainly the members of the committee related to the problem include the teacher. The remaining 40% of principals reported that they involve experienced teachers while solving problems. Because they are very experienced and give opinions based on their experience which helps in solving the problem.

It is clear from the above analysis that more than half of the principals involve experienced teachers of the problem-related committee while solving school problems, while less than half of the principals include senior and experienced teachers while solving school problems. Seniors make decisions based on the suggestions of teachers, which makes the decision more effective. The vision and direction of this kind of leader motivate their followers. A leader with a team leadership style works with both heart and mind. Such led principals along with all their staff collectively strive for the all-round development of the students. With such leadership behavior, all the activities of the school are completed very easily with the discharge of collective responsibility. All the teachers and employees should create a better educational environment under the leadership of the Principal of their school. The intention of the Government is very clear that the Principal under his leadership along with the teachers and staff should collectively prepare the school for enjoyable learning of the students. That is why

the Central Government has launched the National Initiative for the Holistic Advancement of School Heads and Teachers (NISHTHA). Even during the current global pandemic, teachers and school heads are continuously receiving training through NISHTHA. This not only leads to their overall thematic progression but also gives them new experiences, which is refining their learning and teaching. That is why the national education policy (2020) has a special focus on school leadership.

Dimension-4: School Sustainable Development, Foresight and Delegation

To understand the skills related to school development, foresight, and delegation of responsibilities and authority of the principals, the first question of Dimension-4 was asked to the principals, '**How much and how do you consider the role of teachers and other staff necessary for the sustainable development of the school?**' In response to this question, a principal said that-

"I consider the role of teachers and other staff to be 101% essential in the sustainable development of my school. Because if the teacher does not teach, the children will not study, the children will not be able to develop, and when the children are not able to develop, then there is no question of the development of the school."

When teachers teach well, the number of students in the school increases, increasing the income of school. As a result, the development of the school is possible. As the second question in dimension 4, the principals were asked, '**How are you striving to achieve the long-term goals of the school?**' In response to this question, a principal said that-

"To achieve long-term goals, I constantly find shortcomings and solve them immediately. For example, I immediately remove the deficiencies related to teaching, discipline-related deficiencies, leadership-related deficiencies, students' complaints, parents' complaints, etc."

When there is no shortage in the school, it is natural that the school will achieve its long-term goals. The remaining 80% of the principals said that they conduct classes according to the schedule and hold meetings with parents from time to time. It is clear from the above analysis that about 80% of the school principals do not make any specific efforts to achieve long-term goals. They traditionally run the school. They don't experiment with anything new. While 20% of the principals constantly strive to achieve long-term goals. As the final question in Dimension-4, the Principals were asked '**How do you delegate your**

functions/responsibilities'? In response to this question, 60% of the principals said that they entrust their responsibility to a senior teacher of the school who is skilled in running the school by taking everyone together. A principal said that-

"While delegating our responsibilities, we keep in mind that we do not give responsibility to the same teacher every time. Rather, senior teachers take responsibility keeping in mind their qualifications, experience, and skills."

Another principal said,

"While delegating my responsibilities, I take into account the experience of the teachers as well as their teaching subjects. In the absence of a senior science teacher, I give the responsibility to the art teacher."

It is clear from the above analysis that more than half of the Principals delegate their responsibilities to the same teacher every time. While delegating their responsibilities and authority, other principals give responsibility to teachers by changing the responsibility, keeping in mind the experience, teaching subject, and leadership skills of the teachers.

Dimension-5: Attitude and Motivation

To study attitudes and motivations, a key component of the leadership behavior of Principals, three questions were posed to the principals under the fifth dimension of the structured interview schedule. As the first question of Dimension-5, the principals of self-financed higher secondary schools were asked, '**How challenging do you find discharging school responsibilities as a principal?**' In response to this question, 40% of the principals said that the responsibility of the school principal is a very challenging post. From beginning to end, that is, from morning to evening, sometimes at night, they keep thinking about how to run the school, the development of competition among the students, and challenges related to the development of the school, teaching work, etc. The remaining 60% of the principals reported that the post of principal is not challenging. Rather, it is a post with responsibilities and responsibilities. It is very important to have honesty and confidence in its discharge. Principals who work honestly by being impartial solve every problem or challenge very easily with their leadership behavior.

It is clear from the above analysis that more than half of the Principals do not consider the post of Principal as challenging but they see it as a successful leader who works honestly and sincerely with an unbiased spirit in the form of discharging responsibilities and responsibilities.

While less than half of the remaining principals accept this very challenging position. As a second question, the principals of higher secondary schools were asked, '*Based on your academic experience, suggest some important points that a principal must keep in mind?*' In response to this question, 40% of the principals said that a principal must keep in mind the points of believing in his and his staff's hard work, working honestly, not getting involved in any kind of dispute, and working with everyone while discharging his school responsibilities. A principal said that-

"The principal of any school must pay attention to the points of giving respect and importance to all the teachers of the school run under his leadership, giving priority to teaching work, and motivating teachers and students with restrained behavior instead of sleeping himself."

The remaining 40% of the principals said that the principal should keep in mind the coordination between all the senior and junior teachers not from the past but with his efficient leadership behavior, development of team spirit, development of competition among students, honesty towards work, etc. It is clear from the above analysis that almost all the Principals believe that the Principal should work honestly. Half of the principals believe that the work of fellow teachers should not be trusted and involved in any kind of dispute. Some other Principals have admitted that teaching should be prioritized and teachers and students should be constantly motivated by their restrained behavior. This shows that if the Principals complete all their work in a stipulated manner in time and apprise the Board about it, then there is no need for them to fear. All that is required is that they complete all their work honestly within the stipulated period. That is, work should be done within the purview of government norms and rules, and regulations.

Dimension-6: Impact of Personal Life on Administrative Efficiency

A total of four questions were posed to the Principals under the sixth dimension of the structured interview schedule to study the impact of their personal lives on the administrative efficiency of the Principals. As the first question on Dimension-6, the principals of higher secondary schools were asked '*How much and how does their family environment affect school functioning?*' In response to this question, 40% of principals said that their family environment does not affect school functioning. Rather, it enhances it. If you discharge your responsibilities in school sincerely, then your family life is also very pleasant. If you are a good principal, then along with students and teachers, your family members will also follow you.

The remaining 60% of principals reported that their family environment has both positive and negative effects on school functioning. They are not able to nullify the family's influence even if they want to. Family environment has some effect on the discharge of school activities. It is clear from the above analysis that more than half of the principals believe that the family environment affects school life. In the second question, principals of higher secondary schools were asked, ***how personal characteristics such as gender, caste, experience, etc. of the principal affect their administrative behavior. What are your thoughts on this?"*** In response to this question, 80% of the principals said that gender and caste have no effect in discharging administrative responsibilities. But experience does have an impact. Some problems are diagnosed very easily by experienced people while less experienced people are not able to do it. One of the principals said that-

"Caste does not influence the discharge of administrative responsibilities. But gender and experience have an impact. Women are more settled than men. So they make decisions more patiently. While men often make hasty decisions".

It is clear from the above analysis that most of the principals believe that gender does not affect the discharge of school administrative responsibilities. While very few principals acknowledge that gender influences school administrative responsibilities. In the final question, the principals of higher secondary schools were asked, ***How does schooling affect family obligations?*** In response to this question, 60% of the principals said that discharging school responsibilities also improves their personal lives. They carry out family responsibilities well. A principal said that-

"As a result of school responsibilities, discipline is established in our home and family. Everyone respects each other respectfully".

Another principal said,

"The burden of school responsibilities is so much that we are not able to give as much time to the family as we should. Another principal said that school responsibilities affect family life badly. Sometimes I have to do schoolwork at night".

It is clear from the above analysis that school responsibilities affect family life. More than half of the principals believe that school responsibility prepares and provides experience to discharge responsibilities even in personal life. While other principals believe that the burden

of school responsibilities is so high that personal life starts to be negatively affected. I can't even give enough time to my family.

Conclusions & Suggestions:

The present research study is an important study related to the administrative skills of the self-financed higher secondary school principals. Naidu (2019) found that one of the important reasons for poor learning achievement of students in schools is the adoption of weak leadership by school principals. The principal should have the proper ability to manage and lead his school. That is why there is a need to work on the leadership skills of principals in school education. No significant differences were found in the leadership behavior of principals based on experience. The leadership behavior of the Principal is influenced and also influenced by various factors such as gender, level of education, age, experience, aspiration, and school environment. Songsiri (2000) based on the conclusion of his research study that gender, level of education, age, experience, and school environment influence leadership behavior. 80% of the Principals consider it necessary to take the opinion of teachers while planning for the successful conduct of school work and also involve the teachers in the planning process based on their experience and qualifications. The involvement of teachers in the problem-solving process depends on the nature and severity of the problem. If the problem is related to the economic-social condition of the student, then the senior decides in consultation with the teachers. But if the problem is related to the subject, then the teacher of the concerned subject solves the problem with the help of other experienced teachers. Some problems involve teachers while solving some problems and some solve them alone. Principals involve senior teachers to give more weight to the decision and make it effective while solving the problem. The leadership of such principals is democratic. The democratic leader also involves his subordinates in decision-making. In this, the cooperation of subordinates is the main center.

Principals who adopt a democratic leadership style are very popular among their fellow teachers, office staff, students, and parents. kiliicoglu (2018) Democratic-led principals discharge all their responsibilities by dividing school work and responsibilities among their entire staff. Work with team spirit and also have faith in their leader. Almost all principals consider the role of teachers and other staff important for the school's sustainable development. Recognizing the importance of the role of teachers and other staff, the Principals through their transformational leadership constantly motivate their teachers and staff to innovate in the teaching-learning process. Morgan (2018) has pointed out that the academic-social situation

of a school that supports its colleagues and promotes collective decision-making is higher than the academic-social status of other schools. Schools that accept the leadership of collaboration and group decision-making also have higher children's achievement and positive engagement in the community outside the school. The distance between the school and society is reduced, and society also supports the school. Most principals agree that gender does not influence the discharge of school administrative duties. While very few principals acknowledge that gender influences school administrative responsibilities. They consider women more effective in decision-making than men. Therefore, it can be said that principals have a very important role in the smooth functioning of the education system at the grassroots level of the educational system. The principal not only conducts all the academic activities, but he also influences all the activities in both positive and negative ways.

Ethical Statement:

This study does not contain any experiments with human or animal subjects performed by any authors.

Conflicts of Interest:

No potential competing interest was reported by the authors.

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Use of Generative Artificial Intelligence (GenAI):

The authors confirm that AI tools such as Grammarly have been used solely to improve the sentences used to enhance the clarity of the manuscript. The tools were, however, not used for generating technical content, analyzing or interpreting the data, or drawing conclusions.

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