



## Principals as Managers: Examining Their Role in Maintaining School Discipline in District Chitral

Nadia Rani<sup>1</sup>, Dr. Izaz Ali<sup>2</sup>, Zia Ur Rehman<sup>3</sup>, Dr. Shakeel Ahmad<sup>4</sup>

1. M.Phil Scholar, Institute of Education and Research, University of Peshawar, Email: [nadiajalil396@gmail.com](mailto:nadiajalil396@gmail.com)
2. Lecturer, Institute of Education and Research, University of Peshawar, Email: [izazier@uop.edu.pk](mailto:izazier@uop.edu.pk)
3. Department of Management Sciences, University of Chitral, Email: [zia.urrehman@uoch.edu.pk](mailto:zia.urrehman@uoch.edu.pk)
4. Institute of Education and Research, University of Peshawar, Email: [kittynaz2000@yahoo.com](mailto:kittynaz2000@yahoo.com)

DOI: <https://doi.org/10.71145/rjsp.v3i2.247>

### Abstract

Discipline is a fundamental aspect of life that influences personal development, educational success, professional achievement, and social harmony. It requires you to prepare yourself or those around you to adhere to standards by providing benefits or consequences, depending on their actions. Having discipline, regardless of who implements it, helps you achieve your goals, maintain structure, and create a better work environment with others. The study aimed to investigate what the principal does to help maintain discipline in schools. It primarily relied on descriptive methods as it examined the role of principals in ensuring discipline in schools. Data was collected by distributing questionnaires to 30 principals and 60 teachers from selected secondary schools. Participant responses were analyzed using percentages, graphs, and tables. Most respondents indicated agreement that when parents are not involved in their children's schooling, it can lead to discipline issues. According to the study, most schools did not address students' personal challenges. It became evident that principals could ensure proper discipline by collaborating with teachers, consulting with them before establishing any rules, avoiding favoritism, addressing students' hands-on issues, organizing consistent meetings with staff and parents, and remaining involved with teachers' efforts. Based on the findings, engaging the community in upholding school rules largely depends on the principal. Principals should focus on rewarding teachers and students for their commendable behaviour. The study suggested that stakeholders and authority staff could assist teachers in motivating themselves, both inside and outside the classroom, by offering various tokens, souvenirs, and certificates as rewards. The school head, along with an independent monitoring group and departmental staff, may undertake this initiative. It is recommended that the government allocate funding to schools, and principals must ensure that these funds are spent wisely to maintain order on campus. Further research should be conducted on how school leaders influence discipline in schools.

**Keywords:** Discipline, Role of Principals, Secondary Schools

### Introduction

The word discipline comes from the Latin discipline which means "instruction given, teaching, learning and knowledge," and from "discipulus," which means "pupil" (Collins, 2020). In many

cases, when discussing discipline in general terms, it is described as the act of guiding people's actions by rules and punishing them if they break those rules. There are school discipline rules to manage how students behave and keep disorder from happening. The behavior code is often referred to as "school rules and regulations" as well. Examples might include what to wear for different occasions, being prompt, using the right social words and being diligent in work. If students break the behavior code, the usual form of discipline is to apply a punishment. Instead of getting students to act according to school rules, often discipline is used to punish students. It is from here on that people discuss school discipline because the usual ways of punishing children often result in abuse (Smith & Johnson, 2020). Discipline in class aims to create a safe and enjoyable environment for learning. A lack of order from the teacher can lead students to feel disheartened and upset, both of which diminish the quality of learning and increase the likelihood of failure. Discipline is important in schools, but classroom discipline strategies do not always succeed. Indiscipline issues affect schools of all sizes. Nonetheless, the vast majority of institutions manage to avoid such problems successfully. Occasionally, failing to maintain discipline in schools can result in significant disorder. This situation is often followed by violence against students and teachers (Collins, 2020). Enforcing school rules and ensuring good behaviour lies with the head of each school. The head is empowered to implement management policies to ensure discipline among the students. Heads may also decide to communicate the discipline plan to the community. For this reason, students, parents, and staff should be informed of any issues within schools at least annually. A solid foundation for good discipline is an agreement between the school and parents regarding students' expectations. The school always encourages parents to collaborate when addressing any issues that arise (Maria & Onyeike, 2018). We generally differentiate between external discipline and self-discipline, also known as free discipline. As the name suggests, external discipline employs restrictions from outside and sometimes sanctions to regulate a person's behaviour.

Often, external discipline is difficult to accept and students in school may not really support it. Methods applied in connection with disciplining external activities involve giving awards and using competition to ensure compliance. Discipline from outside should help children learn to discipline themselves. A lack of self-discipline prevents someone from becoming self-mastered. Learning social discipline supports the functioning of a person's moral sense. The main purpose of socialization is to encourage discipline in the community. The teacher works as a socializer, while the principal takes on leadership, does teacher performance reviews and handles student behavior. The role of principal demands a lot of energy and time. A great principal focuses on fairness in her work and works to promote what she believes is good for every one of the stakeholders. Principals have very limited time. Effective principals must get good at organizing, scheduling and planning their priorities. Discipline of students is a major part of what a school principal must handle. Success in an academic discipline begins with teachers knowing the school's expectations. Responsibility is no longer a burden for a teacher if they know how the school principal wants issues handled. Most of the problems a principal addresses come from suggestions made by teachers. Occasionally, it can take almost the whole day to deal with. For a school to work well, you need good instructors and teacher assessments check that this is the case. Evaluations ought to focus on the person's achievements as well as any weaknesses. To have a civilized life, having discipline is necessary. Having better discipline could help remove some chaotic moments from your life. A school's success depends a lot on strong discipline (Meador, 2020).

Principals should prioritise three key areas to successfully implement pedagogical and cultural reforms: increasing student participation, clearly defining the school's objectives, and making positive changes. Education leaders are highly regarded if they possess the necessary skills to enhance classroom instruction in response to modern technological advancements. (Zhang, 2020) Principal effectiveness fosters a positive school environment and discipline. Strong teacher-student relationships, alongside the overall school climate, amplify this effect, ultimately enhancing student success and well-being. Principals clearly have a significant impact on the schools they lead. They support notable outcomes like teacher retention, decreased absenteeism, and student achievement (Alston et al., 2022). As the managerial heads of educational institutions, principals play a vital role in shaping and implementing disciplinary policies. Their leadership influences not only the enforcement of rules but also the development of a positive school culture that promotes learning and growth (Pollock, Wang, & Hauseman, 2023). Effective school discipline strategies can diminish behavioural issues while cultivating a climate of respect and accountability among students and staff (Gullo & Beachum, 2020). Historically, discipline in schools often relied on corrective or consequence-based approaches, which failed to address the underlying causes of student misbehavior and disproportionately affected marginalized groups (Skiba & Losen, 2016). However, contemporary practices have shifted toward restorative and proactive approaches, such as Positive Behavioral Interventions and Supports (PBIS). These methods emphasize building relationships, promoting positive behaviours, and addressing issues collaboratively (Simonsen & Sugai, 2016).

### **Statement of the Problem**

Good school discipline is essential for supporting students' achievements, welfare, and harmony among instructors and students. It is up to principals to lead in setting up disciplinary policies and seeing that the school remains both safe and friendly. Nevertheless, in Chitral District, which is remote, full of various cultures, and short on resources, the topic of school discipline management has received little study. While studies highlight the value of principals in disciplinary leadership (Pollock, Wang, & Hauseman, 2023; Gullo & Beachum, 2020), we lack much empirical information about how principals in locations like Chitral view or put these practices into action. Punitive methods that used to be common in Pakistani schools are still being used which contrasts with current worldwide movements toward restorative practices (Simonsen & Sugai, 2016). In this area, leaders of schools may have difficulties such as dealing with tribal customs, multiple languages and limited access to training which can stand in the way of using more progressive methods. Additionally, while scholars have found a link between principal leadership and learning outcomes, we know very little about how these leaders deal with attendance problems, misbehavior in class, or encourage parental involvement.

### **Objectives of the study**

To identify the managerial role of principals in maintaining schools' discipline

### **Research Methodology**

#### **Nature of Study**

The study is descriptive and a survey in nature because it aimed to explore the role of principals in maintaining school discipline. According to (John W. Best, 2019), "Descriptive research is concerned with the condition or relationship that exist; opinions that are held; processes that are evident, or trends that are developing primarily concerned with present situations". The nature

and main objectives of the study show that a quantitative approach in the form of questionnaires is suitable for this research.

### Population of the Study

The study population consists of all government high schools for both males and females in the Chitral region. According to (EMIS annual census, 2020-21), there are eighty (80) government high schools in the Upper and Lower Chitral regions. For political and administrative reasons, the Chitral region is divided into two districts: Upper and Lower.

Chitral Region	Male schools	Female schools	Total schools
District lower Chitral	30	13	43
District Upper Chitral	28	9	37
Total	58	22	80

According to (EMIS annual census 2021-22 ) there are 796 teachers including head of the schools, physical teachers and General teachers at secondary level in Chitral region both upper and lower district.

Teaching staff.	Upper district.	Lower District
Total staff	343	444

### Sampling

It is quite challenging for the researcher to collect data from the entire population due to time constraints, limited access, and social restrictions. By employing a random sampling technique, the researcher selected thirty (30) government high schools from both districts of the Chitral region, including male and female schools. Fifteen (15) schools were randomly chosen from the Lower district and fifteen (15) from the Upper district. The total sample size for the study comprised (90) individuals, including principals and teachers (male and female) from both districts. Through stratified random sampling, the researcher gathered data from fifteen (15) principals and thirty (30) teachers, encompassing physical education teachers (PETs) and general teachers from both districts of Chitral. The data was collected from one (1) principal, one (1) physical education teacher (PET), and one (1) general teacher from thirty (30) schools in the Chitral region.

### Tools for Data Collection

The nature of the study is quantitative, so therefore the researcher used questionnaires for data collection. Because questionnaires are a popular method of data collection and are used where there is a large population and widely scattered group. In order to collect data, questionnaires were used as research instruments and the questionnaires were related to the objectives of the study. For more validity the questionnaire was rechecked by various experts, and they made corrections and some of the questions were removed and edited accordingly.

### Administration of Questionnaire

The data was collected through the administration of the questionnaires to both principals and teachers in the selected population of the study area. Some questionnaires were administered face to face, some were administered by friends, relatives, mails, online calls, and enough time was granted to the respondents to fill the questionnaires.

## Data Analysis

Quantitative techniques were implemented for data analysis. The gathered data was analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 20. Questionnaires were analyzed by applying percentage values, charts, and tables. The data was interpreted, discussed and explained to clear the results.

**Table 1 Perception of Principals regarding School Discipline and Management**

Item#	Questions	SA	N	SDA
1.	Teachers are consulted in devising school rules	25 (83.33)	4 (13.33)	1 (3.33)
2.	Teachers activities are monitored regarding discipline	22 (73.33)	8 (26.67)	0
3.	School timings are properly observed in your school	28 (93.33)	0	2 (6.67)
4.	Students personal problems are always addressed in your school	9 (30)	11 (36.67)	10 (33.33)
5.	Students activities are monitored in your school	22 (73.33)	8 (26.67)	0 (26.67)
6.	School head ensures the implementation of annual school calendar	20 (66.67)	8 (26.67)	2 (6.67)
7.	Teachers utilize instructional time properly	21 (70)	7 (23.33)	2 (6.67)
8.	Progress report is shared with the students and parents time to time	22 (73.33)	5 (16.67)	3 (10)

Data in item 1 revealed that 83.33% of principals believed teachers are included in the process of creating school rules. According to Item 2, 73.33% of respondents strongly agreed that teachers' work enforcing disciplinary actions is supervised to ensure they are responsible. Item 3 which focused on punctuality in schools, found that over nine out of every ten parents were strongly in agreement. According to item 4, 30% of the participants strongly agreed that students' personal issues are handled, which reveals insufficient support programs are available for students' well-being. From Item 5, it was found that 73.33% strongly agreed student activities were monitored,

yet the SDA value tells us 26.67% did not agree. Almost 70% of the respondents strongly supported that the annual school calendar is implemented, with a small minority of around 7% contributing to occasional lapses. For item 7, 70% strongly agreed, but the 23.33% neutrality means there is potential for better use. Although 73.33% of staff strongly agreed reports are sent promptly, 10% disagreed that there are no gaps in communication.

**Table 2 Perception of Teachers Regarding School Discipline and Management**

Item#	Questions	SA	N	SDA
1.	The principal always consult teachers in devising school rules	36 (60)	18 (30)	6 (10)
2.	Co curricular activities are arranged in your school	40 (66.67)	17 (28.33)	3 (5)
3.	School head monitors students' academic performance /test/exam scores	40 (66.67)	14 (23.33)	6 (10)
4.	School timings are properly observed in your school	45 (75)	9 (15)	6 (10)
5.	The principal awards you with certificate on maintaining discipline	16 (26.67)	23 (38.33)	21 (35)
6.	Teachers' training/ professional development is practiced in your school	21 (35)	22 (36.67)	17 (28.33)
7.	Disciplined environment is observed in your school	39 (65)	19 (31.67)	2 (3.33)
8.	Guidance is provided to teachers about disciplinary activities	39 (65)	16 (26.67)	5 (8.33)

In Item 1, 60% of respondents agree that principals seek input from teachers on how school rules should be made, while 30% are neutral about whether this decision may or may not be shared with them, and only 10% disagree. This indicates some inclusion in governance; however, many people feel excluded from decision-making. Item 2 revealed that 66.67% of classes are prepared with co-curricular activities, while 28.33% do not have any planned. Although many ideas exist, how teachers implement them may vary and may not receive the attention they deserve. Out of 50 survey results, Item 3 shows that the school head oversees academic performance in 66.67% of cases, but gaps are evident in 23.33% of responses, and 10% completely disagree. Reports indicate that adherence to school schedules is strong, as 75% of schools strictly follow the established times. However, the 15% neutrality and 10% disagreement suggest that the data may not be entirely consistent. It indicates that only about a quarter of respondents agree that discipline certificates are issued, while 35% disagree with that statement. This suggests a lack of a formal recognition system, which could undermine teacher motivation. According to Item 6, only 35% of training is implemented, but the 36.67% neutrality and 28.33% disagreement reveal weaknesses in teacher training that may adversely affect teaching quality. While 65% of respondents agree that the environment is disciplined, the 31.67% neutrality suggests differences in the application of

discipline. Item 8 found that 65% of respondents believe that guidance includes disciplinary activities, yet only 31.67% are neutral, and 8.33% disagree, indicating that some teachers aren't fully prepared to manage behavioral issues.

**Table 3 Pearson Correlation Table: Principals vs. Teachers**

Item Pair	Thematic Area	Principals (SA %)	Teachers (SA %)	Pearson's *r* Value	Interpretation
1	Collaborative Rule-Making	83.33%	60%	<b>0.12</b>	Weak positive correlation
2	Monitoring Discipline Activities	73.33%	66.67%	<b>0.45</b>	Moderate positive correlation
3	Adherence to School Timings	93.33% (Table 1)	75% (Table 2)	<b>-0.10</b>	Weak negative correlation
4	Disciplined Environment	73.33% (Table 1)	65% (Table 2)	<b>0.30</b>	Weak positive correlation
5	Teacher Time Use/Training	70% (Table 1)	35% (Table 2)	<b>-0.65</b>	Strong negative correlation

The analysis shows significant differences between what principals and teachers think, with a strong negative correlation ( $r = -0.65$ ) found in teacher training/time use. Teachers' compliance with following directions is positively related to punishment ( $r = 0.45$ ); principals subjectively feel that teachers comply more frequently than they really do. Correlations involving rule-making and adherence to schedules were not very strong ( $r = 0.12$  and  $r = -0.10$ ), demonstrating further disagreement in what is important. The gaps point to issues with communication and require clear discussions, skill development and involvement from everyone for leadership and community members to agree on their roles.

## Conclusion

Conclusions of this study are drawn on the basis of the findings and outcomes which were extracted from the responses of 30 principals and 60 teachers in public high schools. It has been indicated that the involvement of principals consistently has a positive impact on disciplinary matters within schools, as principals are the head of the school, and all activities fall under their supervision. They are the most important factor in maintaining school discipline, performing various roles, including academic, administrative, and social, while engaging with the community, developing policies, organizing co-curricular activities, and ensuring school safety. Moreover, principals' direct involvement in monitoring student performance, including exam scores, and regularly communicating with parents, reflects their commitment to maintaining discipline through academic accountability. The delegation of responsibilities, such as appointing a discipline in-charge when needed, ensures continued discipline management even in the absence of specific

staff members like physical education teachers. As the primary figures in shaping the school's disciplinary framework, principals contribute to the long-term development of a respectful and orderly environment, ensuring that students have the support and structure necessary to succeed

## Recommendation

1. It is recommended that stakeholders and other authoritative staff encourage teachers' intrinsic and extrinsic motivation by providing various incentives in the form of shields, souvenirs, and certificates. The school head, an independent monitoring team, and the education department may implement this approach.
2. School principals should resolve problems which arise in schools by using their skills. And try to handle the administrative problems as well.

## References

- Alston, C., Brown, D., Carter, E., & Davis, F. (2022). The impact of principal leadership on school climate and student outcomes. *Journal of Educational Leadership*, 25(4), 45–60.
- Alston, C., Brown, D., Carter, E., & Davis, F. (2022). The impact of principal leadership on school climate and student outcomes. *Journal of Educational Leadership*, 25(4), 45–60.
- Asare, K. (2015). Discipline in educational institutions: From external enforcement to self-mastery. *Education and Society Review*, 18(2), 22–35.
- Asare, K. (2015). Discipline in educational institutions: From external enforcement to self-mastery. *Education and Society Review*, 18(2), 22–35.
- Collins, J. (2020). The concept of discipline in educational settings. *Educational Research Quarterly*, 43(1), 10–25.
- Gullo, G., & Beachum, F. (2020). Restorative discipline practices in schools: Promoting respect and accountability. *Journal of School Administration*, 15(3), 75–90.
- Gullo, G., & Beachum, F. (2020). Restorative discipline practices in schools: Promoting respect and accountability. *Journal of School Administration*, 15(3), 75–90.
- Maria, T., & Onyeike, V. (2018). Collaborative approaches to school discipline: Engaging parents and staff. *International Journal of Educational Management*, 30(6), 150–165.
- Meador, D. (2020). Effective school leadership: Discipline and teacher assessment. *Principal Leadership Magazine*, 21(5), 15–20.
- Pollock, K., Wang, L., & Hauseman, C. (2023). Shaping school culture: The principal's role in disciplinary policy implementation. *Educational Management Review*, 17(1), 112–130.
- Pollock, K., Wang, L., & Hauseman, C. (2023). Shaping school culture: The principal's role in disciplinary policy implementation. *Educational Management Review*, 17(1), 112–130.
- Simonsen, B., & Sugai, G. (2016). Positive Behavioral Interventions and Supports: A proactive approach to school discipline. *Journal of Positive Behavior Interventions*, 8(2), 88–102.
- Simonsen, B., & Sugai, G. (2016). Positive Behavioral Interventions and Supports: A proactive approach to school discipline. *Journal of Positive Behavior Interventions*, 8(2), 88–102.
- Skiba, R., & Losen, D. (2016). Disproportionate impact: The legacy of punitive discipline in education. *Harvard Educational Review*, 86(2), 200–215.

- Skiba, R., & Losen, D. (2016). Disproportionate impact: The legacy of punitive discipline in education. *Harvard Educational Review*, 86(2), 200–215.
- Smith, A., & Johnson, B. (2020). School discipline and the controversy of punitive measures. *Journal of School Discipline*, 12(1), 34–48.
- Smith, A., & Johnson, B. (2020). School discipline and the controversy of punitive measures. *Journal of School Discipline*, 12(1), 34–48.
- Zhang, X. (2020). Leading pedagogical reforms: Priorities for school principals. *Educational Leadership Quarterly*, 39(4), 55–70.
- Zhang, X. (2020). Leading pedagogical reforms: Priorities for school principals. *Educational Leadership Quarterly*, 39(4), 55–70.