



RESEARCH PAPER

**Evaluating the Managerial Role of Principals in Public-Sector Colleges
District Khairpur, Sindh**

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ABSTRACT

This paper examines the role of principals in managerial aspects of public sector colleges of District Khairpur, Sindh in terms of planning, organizing, staffing, and directing, coordinating, budgeting, reporting and co-curricular management. The paper is based on the data gathered from the seminar slides of a descriptive mixed-method study, and hence, the principal is treated as an administrative manager and a learning-focused manager or leader who can influence the learning environment of the college. The study population included public-sector college principals, lecturers of public college and parents of the students of Khairpur. A total number of 8 principals, eighty lecturers and two hundred parents were included in the sample. The data were gathered by questionnaires, interviews and subsequently checked with the experts and processed in SPSS by frequencies, percentages, means and standard deviations and qualitative responses coded into themes. Cronbach's alpha was reported as .79, which represents acceptable internal consistency of the questionnaire. The results reveal positive overall attitudes towards principals' managerial performance. Highest agreement was for planning learning activities (93.97 percent; M = 4.11); staffing requirements through deputation (92.50 percent; M = 4.20); directing staff towards on-time working (91.74 percent; M = 3.99); and directing staff towards sports activities (90.55 percent; M = 3.64). The lowest scores were achieved in coordinating (63.21 percent, M = 3.88) and budgeting (86.25 percent, M = 3.55) indicating a need for increased support in the areas of resource mobilization and inter-stakeholder coordination. Qualitative data reveals that the main management issues identified include transport, computer laboratories, science laboratories, shortages of furniture, and drinking water. The paper introduces a Context-Responsive Principal Managerial Role Framework which connects formal managerial functions to instructional supervision and participatory decision-making and local resource advocacy. It is concluded that the principal effectiveness in Khairpur is not just about their leadership skills but policy autonomy, professional development, transparency of accountability and sufficient resources in the existing public-sector governance structure in the present age.

Keywords: Managerial Role, Public-Sector Colleges, Educational Principals; Khairpur, Sindh

Introduction

The public-sector colleges in District Khairpur straddle between provincial education policies, the social expectations of the local community, institutional budget limitations and the practical day-to-day education demands of teachers and students. In these types of schools, the principal is not just a ceremonial office, but is responsible for the management of people, time, resources, discipline, reporting, facilities and instructional improvement. The modern educational management literature more and more sees the educational leader as a key figure in developing learning conditions, but not as an ordinary

record keeper. Leadership is an influence process aimed at achieving educational objectives, influenced by governance and cultural and resource limitations, is the recent emphasis of UNESCO on the world stage (UNESCO, 2024). This perspective is especially true of the public sector colleges where there is a lack of facilities, staff, and operational flexibility, and yet the colleges are expected to maintain high academic standards and provide students with support. A seminar presentation, uploaded indicates that the study is an evaluation of managerial roles of principals in public sector colleges of District Khairpur with focus on relationship between managerial role of principals and college environment in public sector colleges (Bhatti, 2019; Arshad, Mughal et al., 2023; Mumtaz et al., 2024; Ahmad & Rao, 2025). It supports the view that teachers operate in institutions under the supervision of principals, and that the principal's leadership and management have an impact on teachers' working lives (Bhatti, 2019). This is consistent with international research finding that principle leadership has indirect, mediated impacts on teacher motivation, school climate, collaboration, student outcomes through organizational conditions (Day & Sammons, 2020; Arshad, Ahmad & Zafar, 2025). It is a dual role, one management and one teaching and learning. Principals manage operations and influence the culture in which teaching and learning take place (Hallinger, 2011; Shafqat et al., 2024; Abbas & Zafar, 2025). The original topic is changed to 'Evaluating the Managerial Role of Principals in Public-Sector Colleges of District Khairpur, Sindh' to make it academic. The term 'evaluation' is preserved as the uploaded data involves measurable aspects of managerial activities such as planning, organizing, staffing, directing, and coordinating, recruitment, budgeting, co-curricular activities and games or sports (Bhatti, 2019; Bhutto & Zafar, 2023; Ahmad et al., 2025). For stylistic reasons, the term 'public-sector colleges' has been adopted instead of the term 'public sector colleges'. The main idea of the paper is that principals in Khairpur should be evaluated from a "context responsive" perspective as their effectiveness is determined by their capacities as well as the "enabling" or "disabling" context provided by provincial governance, budgets, staffing, and community support. The role of a Principal is a complex one. Robbins & Coulter, 2021, emphasize the following four functions of management: Planning, Organizing, Leading and Controlling. In addition to this, the theory of educational leadership also emphasizes the role of the principal in establishing direction, developing people, redesigning organizations and improving instructional programs (Leithwood et al., 2020; Ansari et al., 2025; Bakht et al., 2026). These functions are practically evident in public-sector colleges in Khairpur, like preparing timetables, forming committees, coordinating with head of department, requesting required staff, maintaining discipline, supporting co-curricular activities, utilizing budgets and negotiating with higher authorities (Bhatti, 2019). The information, then, offers a way of understanding the effectiveness of the principal in both traditional management roles and modern leadership roles in the context of learning. The importance of this study is enhanced due to the wider educational environment of Pakistan. Pakistan Education Statistics 2023-24 is a recent source of national education statistics from Pakistan Institute of Education (PIE, 2025). The education-sector plans for Sindh highlight quality assurance, professional development, basic facilities and strengthened existing systems (Government of Sindh, 2019; Naz & Zafar, 2023). The governance logic is similar: the head of a college is a signatory to quality enhancement in an environment where finances, staffing and infrastructure are regulated by the public. The study uploaded is about the college, not the elementary school, but the logic is similar. World Bank's Higher Education Development in Pakistan project also highlights teaching and learning improvements, governance strengthening and support to the affiliated colleges, implying governance and institutional leadership is still considered a priority in Pakistani post-secondary education (World Bank, 2024). This paper brings a new concept, called the Context-Responsive Principal Managerial Role Framework (CR-PMRF). The model proposed here does not only consider principals through their planning, organizing or directing of learning activities. Rather, it is important to link principal roles to the context of the community, stakeholder engagement, resource promotion and the impact on the college environment. This framework is helpful in cases where the principal is more motivated but is limited by staff, laboratory, transport, low budget, and/or delay in the

bureaucracy, as in the case of a district like Khairpur. In this framework, then, the principal is a key liaison in connecting the rules of the system with the needs and learning outcomes of the college (Grissom et al., 2021; Munawar et al., 2024; Riaz et al., 2026). The paper contains six main headings—Introduction, Literature Review, Research Methodology, Data Collection and Analysis, Discussion, and Conclusion. The problem and purpose are introduced in the introduction. The literature review relates the study to the managerial theory and educational leadership research and the proposed framework. Methodology includes design, population, sample, and tools, reliability and analysis. The data section includes quantitative and qualitative results of the uploaded slides. These results are discussed with respect to hypotheses and literature. Implications for principals, district authorities and policy makers are included in the conclusion.

Literature Review

There is a difference between Educational management and Educational leadership. The main feature of management is effective utilization of resources, formal structures, planning cycles, supervision and accountability. Leadership focuses on influencing, vision, motivation, learning culture and shared commitment. In an up-to-date account of educational leadership and management (ELM), Bush connects organizational theory to the practice of leadership in context of policies (Bush, 2020; Rashid et al., 2026). In public-sector colleges, these two dimensions go hand in hand: one without the other will make it hard to lead learning, and one without the other will have an adverse effect on building a positive academic environment. The management theory can be used as a starting point for classical management theory, as the concept of the uploaded study contains planning, staffing, organizing, reporting, budgeting, directing and coordinating (Bhatti, 2019). These functions are similar to those that are often described by managerial logic in administrative management and in subsequent management textbooks. According to Robbins and Coulter (2021), management is the process in which managers coordinate the work activities so that they can be performed efficiently and effectively. Efficiency in a college means correct timing, correct duties of the staff, and maintenance of records and appropriate utilization of budget. Effectiveness is related to whether these practices create a better learning environment, better discipline, co-curricular opportunities and better teaching. Modern research on school leadership extends this idea to demonstrate that principals can positively impact the school environment, within which teachers teach and students learn. Grissom, Egalite and Lindsay (2021) synthesized 219 studies and concluded that effective principals have positive effects on student achievement, attendance, and teacher satisfaction and teacher retention. They synthesis four general types of effective principals' behavior: focusing teachers' work on instruction, creating a productive school climate, encouraging teacher collaboration and professional development, and managing people and resources effectively. These behaviors are similar to the variables of the Khairpur study which include planning learning activities, organizing staff responsibilities, directing punctuality, coordinating with authorities, and supporting co-curricular activities (Bhatti, 2019; Zafar et al., 2023). Leithwood, Harris and Hopkins (2020) revisited the 'seven strong claims' about successful school leadership and contended that the importance of leadership remains because it impacts on the organizational characteristics which affect the quality of teaching and learning. They can be useful in college settings because principals do not necessarily make a direct impact on student achievement, but rather set expectations, arrange professional relationships, distribute resources and create a school climate that enables teachers to function productively. Day and Sammons (2020) also note indirect yet important impacts on school organization and culture, teachers, and the teaching-learning environment as a product of effective leadership. These assumptions form the basis for the present paper's assumption that the evaluation of principal managerial roles should be based on outcomes in the college environment, and not just administrative compliance. Instructional leadership and leadership for learning is particularly important in public-sector colleges. Hallinger (2011) offers a model of leadership for learning which is based on

values and beliefs, leadership focus, leadership contexts, and shared leadership. The results pertaining to planning learning activities were highest with respondents finding that the principals were involved in academic planning (Bhatti, 2019). However, collaboration, shared decision making and learning evidence are also key to leadership for learning. Therefore, having a principal who plans but fails to promote teacher collaboration, professional learning or feedback, can result in administrative success, but no real instructional improvements (Hallinger, 2011). International policy has also put a greater focus recently on distributed and collaborative leadership. According to UNESCO (2024), the goals, influence processes and the restrictions or opportunities resulting from the context are key factors in shaping education leadership. The same report also stresses, that leadership roles must be shared since the educational institutions are complex social institutions. This corresponds with the result of the uploaded study that 60 percent of the respondents prefer democratic style while 30 percent preferred combined democratic and autocratic style (Bhatti, 2019). In publicly owned colleges, a democratic management can enhance the sense of ownership of the lecturer, parents and students but a certain degree of direction is also needed for discipline, punctuality and adherence to public-sector regulations. Additionally, there are some important studies that have been conducted specific to Pakistan that underscore the role and limitations of principals. Mooman, Ali and Lashari (2023) analysed the awareness of principals of public schools about the responsibilities faced by them due to lack of resources, lack of set standards, government constraints and local challenges. Their findings are in line with the Khairpur data, which showed that transport facilities, updating of computer laboratories, procurement of scientific equipment, and transportation of extra furniture, staff shortage and provision of clean drinking water were the significant management problems (Bhatti, 2019). The resemblance implies that the problems of management in a public education system are not just of individuals, but are rooted in the system of public education governance in Sindh. Other top-level reformers, such as policy decentralization, also affect principals' roles. The Higher Education Development project in Pakistan is documented by World Bank (2024) including elements of modern technology, data driven services and governance, and improved teaching and learning. While the project is especially aimed at higher education institutions and colleges attached to them, the logic of the project has direct implications for the college principals as well, as the leaders of the college have to manage technology, data, quality assurance, and academic improvement, among other things. The Government of Sindh's education-sector plan also highlights on strengthening the existing systems and quality assurance, need-based professional development (Government of Sindh, 2019). These reports make a strong case for assessing principals as not only a clerk of a department, but as a change manager. The managerial functions, leadership behaviors and contextual conditions, therefore, need to be integrated within an appropriate conceptual framework for the present study. According to the presentation uploaded, the independent variable is managerial role of principals and dependent variable is college environment (Bhatti, 2019; Shaheen et al., 2023). But the paper takes this further to a more detailed framework. The managerial functions are included as core practices. The leadership behaviours are regarded as the way in which those behaviours are exercised. Inputs that are contextually given are considered as facilitating or hindering. College environment is considered as the result. The following is the proposed Principal Managerial Role Framework developed to be used in the context responsive program.

Context-Responsive Principal Managerial Role Framework

The CR-PMRF suggests five interwoven parts. Contextual inputs are the rules from public sector, district resources, parent expectations, teacher availability and infrastructure conditions, etc. Second, the functions of the principal are planning, organizing, staffing, directing, coordinating, reporting and budgeting. Third, managerial behaviors are instructional supervision, communication, participation in a democratic process, and ethical accountability and resource promotion. Fourth, the mediating conditions are: staff

motivation, staff punctuality, facilities, professional climate, and co-curriculum support. Fifth, college-environment outcomes cover aspects of learning culture, the efficiency of administration, students' support, and the improvement of the institution. The framework is built on the basis of the uploaded conceptual model, but with a greater emphasis on the context and learning aspects (Bhatti, 2019; UNESCO, 2024). The key idea of the framework is that effective principalship is a dynamic between the role and context, not a personality. Even if a principal has planning abilities, the absence of staff members or science equipment will buttress the college environment. Likewise, if a principal must wait for budget release, or has limited discretion, then responsiveness will be negatively impacted. This is the reason why budgeting and coordinating were found to be less strong variables than planning and staffing in the Khairpur data (Bhatti 2019). The framework thus creates a new evaluative concept: the principal's performance should be measured through a managerial role index which is evaluated in combination with a context-readiness profile.

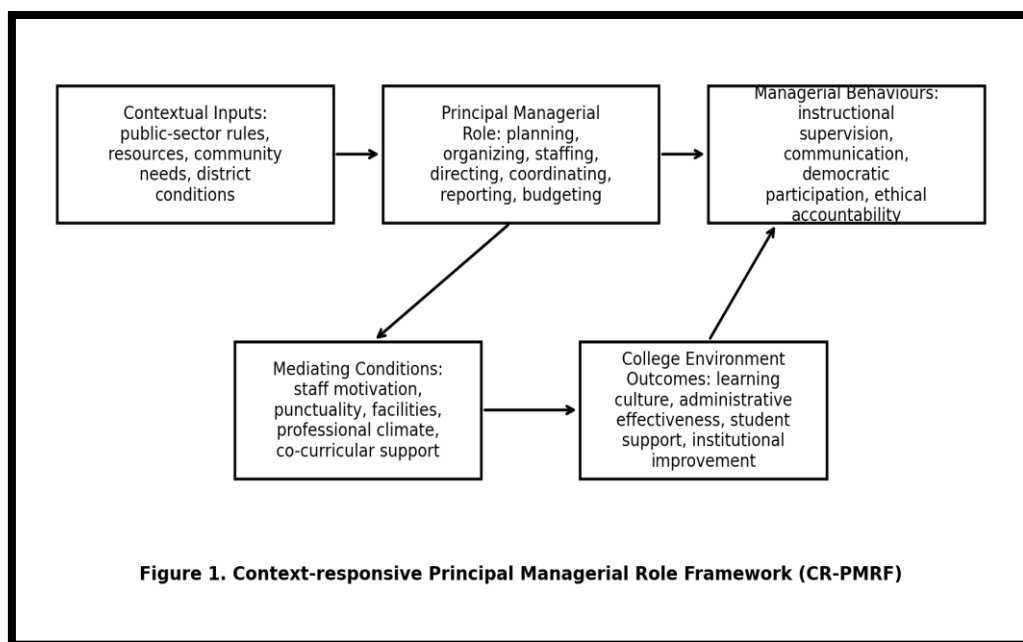


Table 1
Components of the proposed Context-Responsive Principal Managerial Role Framework

Framework component	Meaning	Indicators in this study	Expected college outcome
Contextual inputs	External and internal conditions that shape principal action	Public-sector rules, staffing, budget, facilities, district context	Realistic interpretation of principal performance
Managerial functions	Formal administrative functions performed by principals	Planning, organizing, staffing, directing, coordinating, reporting, budgeting	Administrative order and goal clarity
Leadership behaviours	How managerial functions are enacted	Democratic style, communication, supervision, resource advocacy, ethical conduct	Teacher participation and trust
Mediating conditions	Immediate institutional conditions affected by management	Punctuality, staff motivation, committees, labs, furniture, transport, sports	Improved working and learning environment
College outcomes	Final institutional improvements expected from good management	Academic planning, co-curricular life, student support, accountability	More effective public-sector colleges

Material and Methods

The study adopted the descriptive design, mixed methods design (Bhatti, 2019). A descriptive design would be suitable when a purpose is to observe, describe, and understand current perceptions, practices and conditions, not to operate with variables. In this case, researcher found out the perception of principals in terms of their managerial role among principals, lecturers and parents in public sector colleges of District Khairpur. The mixed-method logic was appropriate as managerial effectiveness cannot be completely measured numerically, interviews and open-ended questions give insight into the practical challenges behind the numbers (Creswell & Creswell, 2018). Principals of public sector colleges in District Khairpur, lecturers of public sector colleges and parents of college students were the population from which data was collected (Bhatti, 2019). The participants were eighty college lecturers, eight principals and two hundred parents. The first statement uses a different word order ("Forty (80) college lecturer"), but the second statement uses the sample-size ("eighty" college lecturers) to correspond with the total and broader design needed for the respondents. The key role of principals, lecturers and parents in the study enhances its strength, by providing a perception of the administrative, professional and community point of view. Data collection instruments used were questionnaires and interviews. The questionnaire was designed on a 5 point Likert scale and included parameters like planning, organization, staffing, directing, coordinating, recruitment, budgeting, co-curricular activities and games/sports (Bhatti, 2019). Eight principals were interviewed separately using different guidelines to gain an understanding of how principals described their planning, staffing, organizing, directing and co-curricular management practices (Bhatti, 2019). The use of a mixture of survey and interview data is appropriate for the evaluative purpose of this study, as both are related to the rating of the managerial practices and the explanation of them in context. Peer review and expert opinion were used to assess the validity of the study, followed by changes in the research instrument. The Cronbach's alpha was reported for reliability at .79 (Bhatti, 2019). Generally, social-science survey instruments have internal consistencies between .70 and .80 and therefore are considered adequate (Taber, 2018); however, reliability is not necessarily related to validity. The Alpha value reported indicate that questionnaire items were moderately reliable for measuring perceptions about managerial roles in the principalship. The instrument, however, would be improved if the number of items per factor and sample pilot details and item examples were completely reported. Principal's managerial position was independent variable and college environment was dependent variable (Bhatti, 2019). This variable structure is linked to an assumption in education leadership which is common, that principal practices impact the working climate, resources utilization, discipline and learning environment of institutions. Frequencies, percentages, means and standard deviations were used to analyze data in SPSS version 22 and open-ended responses were themed and coded (Bhatti, 2019). The analysis is thus largely descriptive, but the paper is making interpretations in terms of hypotheses and the proposed framework. The hypotheses presented in the presentation were: The first hypothesis was that managerial role of principals has a significant impact on the environment of public-sector college in District Khairpur. The second was that there is a significant relationship between managerial skill and administrative effectiveness. The third one was that there is a significant relationship between the managerial skill of principals and administrative effectiveness. The fourth was that there is a significant relationship between the supervisory skill of principals and the administrative effectiveness (Bhatti, 2019). The slide data are primarily presented in terms of descriptive percentages and means and not as correlation or regression coefficients, so the paper does not state that this is statistically significant as proof of directionality of these hypotheses.

Results and Discussion

The quantitative results reveal that respondents generally agree that principals have major managerial functions in public colleges of District Khairpur. Overall, the agreement level was 86.25 per cent with an overall mean of 3.94 and standard deviation of 1.02 (Bhatti, 2019). A mean close to 4.00 (on a 5-point Likert scale) indicates agreement. This suggests that principals were seen as being effective in most managerial areas. The difference between the factors, however, shows that there are factors which are stronger than others with Planning, Staffing and directing being stronger and Coordinating and budgeting need more attention.

Table 2
Study design, population, sample and tools reported

Element	Description	Number/Detail	Source note
Design	Descriptive mixed-method study	Quantitative questionnaire and qualitative interviews	Seminar slide methodology
Population	Public-sector college principals, lecturers and parents in District Khairpur	Principals, lecturers and students' parents	Seminar slide methodology
Sample	Selected respondents from public-sector colleges	8 principals, 80 lecturers and 200 parents	Interpreting the slide entry "Forty (80)" as 80 lecturers
Tools	Questionnaire and interviews	Five-point Likert scale; principal interview protocol	Seminar slide methodology
Reliability	Internal consistency of questionnaire	Cronbach's alpha = .79	Acceptable for social-science survey use
Analysis	SPSS descriptive analysis and qualitative coding	Frequencies, percentages, mean, standard deviation and themes	Seminar slide methodology

Table 3
Descriptive statistics for managerial-role factors

Factor	Disagree %	Undecided %	Agree %	S.D.	Mean
Planning learning activities	1.90	4.13	93.97	0.81	4.11
Organizing staff responsibilities	3.92	7.50	88.58	0.75	4.10
Staffing / demanding required staff	2.28	5.22	92.50	0.88	4.20
Directing staff for punctuality	2.76	5.50	91.74	0.89	3.99
Coordinating	16.68	20.11	63.21	1.66	3.88
Recruitment / temporary non-teaching staff	5.00	7.50	87.50	1.50	3.77
Budgeting / coordination for sufficient budget	4.95	8.80	86.25	0.66	3.55
Co-curricular / literary activities	11.07	7.71	81.22	0.67	3.91
Games / sports activities	2.88	12.33	90.55	1.66	3.64
Overall managerial role	5.35	8.39	86.25	1.02	3.94

As indicated in the table, all three factors had positive responses in terms of principals' managerial role. The highest percentages of agreement were for planning, staffing and directing; comparatively lower agreement was given for coordinating and co-curricular activities. The relatively large standard deviations for coordinating and games or sports activities may indicate more variation in experience among colleges. Budgeting also had the lowest mean, which means that the respondents might view budget-related action as necessary but less effective than internal administrative functions (Bhatti, 2019).

Table 4
Qualitative themes from open-ended questions and interviews

Theme	Response pattern	Interpretation
Managerial difficulties	Transport and updated computer labs: 50%; science labs and furniture: 30%; staff shortages: 15%; clean drinking water: 5%	Resource and infrastructure issues limit college-environment quality.
Preferred management style	Democratic style: 60%; democratic plus autocratic: 30%; dislike laissez-faire: 10%	Respondents want participation with accountability rather than weak or passive management.

Theme	Response pattern	Interpretation
Planning practices	Regularity, timetable implementation, committees, meetings, HOD coordination, curricular and co-curricular planning	Planning is treated as both academic and administrative.
Staffing practices	Teamwork, regularity, punctuality, friendly environment, encouragement, check and balance, completion of syllabus	Staffing is linked to motivation and supervision, not only appointment.
Organizing practices	Seminars, festivals, science exhibitions, national days, committees and team coordination	College organization includes academic, cultural and public-facing activities.
Direction and co-curricular management	Seminars, resources, discipline, record keeping, sports days, fixed sports periods and celebrations	Directing is connected with both discipline and student development.

The qualitative themes indicate that the assessment of principal management is done through observable institutional practices. Respondents do not assess principals only on the basis of the administration of the office; they also assess whether the principal gets facilities, supports the labs, manages staff shortages, encourages activities and communicates fairly. This helps to interpret the effectiveness of management in an appropriate way (Bhatti, 2019).

Table 5
Hypotheses and evidence-based interpretation

Hypothesis	Evidence from data	Interpretation	Decision
H1: Managerial role impacts college environment	Overall agreement 86.25%; overall mean 3.94	Positive descriptive evidence supports the direction of impact	Supported descriptively; inferential testing needed
H2: Managerial skills relate to administrative effectiveness	Planning, organizing, staffing and directing all have high agreement and means near or above 4.00	Core managerial skills are perceived as linked with effective administration	Supported descriptively
H3: Supervisory skill relates to administrative effectiveness	Directing punctuality agreement 91.74%; interview themes include observation, discipline and assessment	Supervision appears as direction, monitoring and check-and-balance	Supported conceptually
H4: Organizational skill relates to administrative effectiveness	Organizing agreement 88.58%; mean 4.10; committee and event organization themes	Organizing skills structure academic and co-curricular activity	Supported descriptively

Discussion

The results corroborate the argument that principals are pivotal in the context of college in Khairpur. Agreement was very high for planning, which suggests that respondents believe principals are actively involved in planning learning activities. This is crucial, because planning is the starting point of institutional coherence, if there are no clear schedules, committees, academic priorities and activity calendars, teachers and students have nothing to be certain of. The high planning score is compatible with the literature which indicates that good leaders establish direction and develop organizational clarity (Leithwood et al., 2020). It also mirrors the uploaded interview findings where principals mentioned the following planning steps: regularity, timetable implementation, committee work, meetings and HOD coordination (Bhatti, 2019). Staffing also was another good strength. Respondents responded positively to the question of principals' demand of required staff on deputation basis with highest mean of 4.20 (Bhatti, 2019). This indicates that principals do not simply sit back when there is a shortage of human resources, but they try to get these resources by the means available to them in administration. However, qualitative responses reveal that additional teachers/non-teachers is still a challenge. This is a recurring problem in public sector institutions whereby the principal has some responsibility for staffing, and they may not have authority to appoint. In another study, Mooman et al. (2023) have also observed that principals in all of Sindh have intentions of enhancing their institution with a restriction of bylaws and limited authority. The

organization and direction were also seen as positive. The staff had a high level of agreement: Organizing staff responsibilities 88.58 percent agreement, mean 4.10; and directing staff towards punctuality 91.74 percent agreement, mean 3.99 (Bhatti, 2019). The results indicate that principals help maintain administrative order via delegation, discipline and time management. The practice is significant because of its ability to preserve the credibility of public-sector colleges by providing routine, fairness and accountability. According to Robbins and Coulter (2021), managers coordinate and organize work to ensure the organizational goals are achieved. This coordination is expressed in the colleges in the form of duty rosters, committees, monitoring, punctuality and keeping records. The poorer ones are more analytic in that they show where improvements can be made. Coordination was reported with the largest standard deviation of 1.66 and was the lowest in terms of agreement, with 63.21 percent. (Bhatti, 2019) This means that fewer people agreed and there was more disagreement among the respondents. Coordination in Colleges needs to bring together teachers, non-teaching staff, students, parents, district officers and higher authority. UNESCO (2024) states that leadership relies on social relationships and leadership functions can be shared. Some principals may score low on the lower coordination score, which may stem from their effectiveness in the college, but less so in their ability to establish external and internal networks. It's also important to pay attention to the budget. 86.25 percent said principals coordinate with higher authorities on sufficient budget but the mean was 3.55, which was the lowest among all the nine factors (Bhatti, 2019). This means that respondents may know that it takes effort, but not be sure about effectiveness. Budgeting is not just a technical exercise – it is the difference between laboratories having the equipment they need, furniture being in place, transport being provided that is of benefit to students, and support being provided to deserving students. World Bank (2024) makes a strong case for governance, technology and data-driven services within the development of higher education, which in turn requires institutional leaders who can plan budgets and promote resources. The demands for laboratories, furniture and personnel and the drinking water in Khairpur also indicate a direct relationship between budget and learning environment. The qualitative results provide a deeper understanding of the quantitative data. Half of the respondents said that transport facilities and computer laboratories that require upgrading are significant challenges. Thirty percent considered as provided equipments for science laboratories and additional furniture. Fifteen percent reported shortage of teaching and non-teaching staff, and five percent reported on the lack of clean drinking water (Bhatti, 2019). From these themes it is clear that interpersonal leadership is not enough to measure the effectiveness of the principal. Material conditions also are part of a college environment. Day and Sammons (2020) believe that the leadership impacts student outcomes indirectly via the organization, culture, and teaching-learning environment. For this study, the teaching-learning environment comprises of the laboratory, furniture, staff, and basic facilities. The findings on the management style are also important. 60% wanted the democratic style, 30% wanted a democratic and autocratic style, and 10% didn't like a laissez-faire style (Bhatti, 2019). The pattern indicates that respondents appreciate participative management, but also want action to be taken. A purely laissez-faire approach may be viewed as shoddy in public colleges, as the supervision of timetables, discipline, budgets and reporting are all needed. However, a completely autocratic approach can decrease teacher ownership and collaboration. It is important that leadership theory should underpin practice and that leadership practice could vary across different contexts, as Northouse (2021) points out. The Khairpur findings, thus, support a democratic, but accountable approach. The first hypothesis is descriptively supported that, principals' managerial role has a significant impact on the public sector college environment of District Khairpur. Overall agreement of 86.25 percent and mean of 3.94 indicate that respondents felt that the role of the principal is important and effective in general (Bhatti, 2019). But there is a lack of inferential evidence, like regression or correlation coefficient, which was not given in the slide of the term 'significant impact'. Hence, based on the descriptive evidence provided, the following conclusion is drawn: the direction of the hypothesis is strongly supported, but further

research is needed to test the hypothesis statistically using correlation, regression or structural equation modeling to determine the impact. The second hypothesis is also supported in pattern, i.e., that managerial skills are significantly related to administrative effectiveness. Planning, organizing, staffing and directing all received high agreement and these are core managerial skills (Bhatti, 2019). This is based on their high ratings, which indicate that principals who exhibit these skills are viewed as effective administrators. This is consistent with Grissom et al. (2021), who cite effective principals' key behaviors as managing personnel and resources well. Again, no correlation coefficients can be used for a strict claim of significance. In a future research, the relationship between a composite managerial-skills score and an administrative-effectiveness score should be computed. The third one relates to supervisory skill and administrative effectiveness. The uploaded data do not include a supervision factor, however, the factors of directing, planning, organizing and punctuality are indirect indicators of supervision (Bhatti, 2019). A high directing score indicates that principals give supervisory direction to punctual and disciplined classroom behavior. Observation, discipline, check and balance, completion of syllabus and formative and summative assessment are also mentioned in the responses of the interviews (Bhatti, 2019). These results are consistent with the concept of the hypothesis. The Hallinger model of leadership for learning is also centered on supervision and instructional focus in the effective leader of learning (Hallinger, 2011). The fourth hypothesis is that of the organizational skill and administrative efficiency. This is strongly supported by the organizing factor with 88.58 percent agreeing and the mean being 4.10 (Bhatti 2019). Interview data also report establishment of committees, science exhibitions, national-day celebrations, seminars and team coordination as organizational steps. A key component of organizational skill is the need for a college to function academically, administratively and socially. Leithwood et al. (2020) believe that effective leaders re-imagine organizations and create conditions for effective work. For Khairpur, the organizational skill seems to be related to everyday organization and general college culture. In sum, the study that was uploaded demonstrates a promising, but incomplete picture. In most management activities, principals are regarded positively, but the College management is not very good due to limited resources, coordination problems and budget constraints. This is in line with CR-PMRF proposed in the literature review. The principal plays a major role, but he or she is not the only one who can solve the problem. Parents, principals, lecturers, district and provincial authorities have to work together for effective improvement. As UNESCO (2024) highlights, goals, influence and constraints are the three factors that define leadership. In the Khairpur data, all three are present: principals strive to improve their college, they exercise managerial authority and they are constrained by structure.

Conclusion

This paper examined the managerial role of the principals of public sector colleges of District Khairpur based on seminar uploaded data and recent educational literature. The evidence clearly indicates that principals are viewed as performing important managerial functions particularly in planning learning activities, staffing, organising responsibilities, directing punctuality and assisting co-curricular and sporting activities. As per the overall agreement 86.25 percent and mean 3.94, the perception about the managerial effectiveness is positive (Bhatti, 2019). Staffing had the highest mean and budgeting had the lowest mean, and coordinating had the lowest level of agreement. The patterns indicate that principal effectiveness is greater in internal administrative processes and less in areas that need external resources and system-level support. The paper's central finding is that principal managerial roles are important to college environment, though managerial effectiveness needs to be looked at in a context. The ability of the public-sector principals in Khairpur to plan, organize and direct their schools is still constrained by provincial systems of staffing, budget approval, infrastructure support and coordination from higher authorities. The managerial role is not to be assessed by means of stand-alone performance checklists. It should also be assessed based on the circumstances in which principals operate. The

proposed Principal Managerial Role Framework for the Context-Responsive Framework is a new approach to linking managerial functions, leadership behaviors, mediating conditions and outcomes in the college environment. There are practical implications of the study. Top priority should be given to principals being provided with ongoing professional development on instructional supervision, participatory leadership, budgeting, and negotiation and data-based planning. Secondly, the College Education Department and district officials must give principals more clearly defined performance standards and more sound decision making authority. Third, the public sector colleges should be formulating annual plans for the improvement of the college that are based on a linkage between timetables, staffing, budget requirements, laboratory development, co-curricular activities and student welfare. Fourth, quantitative inferential tests need to be incorporated to the future testing to statistically ascertain the relationship between managerial skills, supervisory practice, organizational skills and administrative effectiveness. There are also some limitations with the study. The data available were analyzed and summarized from seminar slides and there were no item level data provided. So this paper cannot be used for computing new correlations, regressions or factor analysis. Number of questionnaire items and factor-wise internal consistency is not available but reliability coefficient is reported. However, in spite of these constraints, the study has value since it elucidates principals, lecturers and parents' perceptions as well as the practical problems in management of the Khairpur public sector colleges. Further research should be conducted with larger sample sizes, incorporating students' voices, validated leadership scales, comparisons of urban and rural colleges and an investigation of the impact of principal autonomy on the performance of the college. Overall, the managerial role of principals in District Khairpur can be said to be a composite of management skills, teaching responsibility, democracy and resource promotion. Principals should be planners, organizers, supervisors, coordinators, budget advocates, motivators and community connectors. The research data indicate that a great deal of these functions are currently being carried out, but also that there is a need to strengthen the resource-related and coordinating functions. A well-trained, supported and accountable principal can play a pivotal role in the improvement of the institution in public-sector colleges of Khairpur. Even when principals are committed, however, they will have difficulty turning the managerial muscle into long-term college effectiveness without supportive systems.

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