

**Improving Schools' Principals Preparation Program at University
Level in Punjab**



SUBMITTED BY

Afza Imtiaz

ID # 15001262005

SUPERVISOR

Dr. Farah Naz

**Department of education
School of social sciences and humanities
University of management and technology
Lahore
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Dedications

I would like to dedicate my work to my late father “Sheikh Imtiaz Ali”, who had scarified everything in his life for me and my sisters, with whom I had wonderful life. I especially want to thank my mother Sadia Imtiaz, who has always given me her love and affection, considerations and every kind of support, she is a good example for me to be followed.

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Abstract

There is a notable agreement in the literature about acknowledging the role of leadership at school, especially that of the principal. Principals of modern times have to perform multiple roles at a time in their organizations. These roles include; finance, accountability, administration, marketing, handling subordinates, working for higher outcomes of learners, and establishing good relationship with the community. This requires a high level training of the people who are sitting or applying for the seat of school leader/ principal. Many of the private and public sector universities have started the preparation programs for equipping school principals with all essential skills required to run education institutions successfully.

This study explores the gap in the knowledge and practice for school principal preparation programs, distinctively investigating literature on features of programs. The review covers framework, program curriculum, plan, deliverance, method and practices of teaching, requirement in leadership development, and program evaluation. Besides summarizing the main findings in these programs taught to prepare future principal in the universities of Punjab, Pakistan the study offers a critical evaluation of the principal preparation program along with the considerable and practical gaps and future research directions.

Table of Contents

Dedications	iii
Acknowledgement	iv
Abstract	v
CHAPTER 1	1
INTRODUCTION	1
Statement of the Problem	3
Significance of the Study	4
Assumptions of the Study	5
Delimitations of the Study	5
Objectives of the study	5
Research Question	6
CHAPTER 2	8
REVIEW OF LITERATURE	8
Role of Principal in Students' Achievement, School Climate and Staff Development	11
Duties of the Principal, Yesterday and Today	14
Responsibilities of a Principal	17
Characteristics of a Principal	19
Programs Required to Inculcate Knowledge Required for the Characteristics	21
Principal Preparation Program in Pakistan	24
CHAPTER 3	27
METHODOLOGY AND PROCEDURE	27
Nature of study	27
Research Design	27
Population of the Study	29
Sample of the Study	29
Sampling Technique	29
Instrumentation	29
Data collection	30
Data Analysis	30

CHAPTER 4	31
DATA ANALYSIS AND INTERPRETATION	31
Content Analysis of Course Titles and Course Outlines	31
Theme 1: Development of Faculty	32
Theme 2: Working for Community Engagement	33
Theme 3: Students' Achievement	35
Theme 4: Maintaining a Positive and Secure School Culture	36
Theme 5: Financial and Resource Management	37
Quantitative Data Analysis and Interpretation	39
CHAPTER 5	58
DISCUSSION	58
Conclusion	66
Recommendation	67
Future Researches	69
References.....	70
APPENDIX A.....	82
APPENDIX B	93
APPENDIX C	97

CHAPTER 1

INTRODUCTION

Two decades back, the educational concentration was mainly on teachers and students activities. Teachers were considered the main focus for the improvement and effectiveness of schools (K. Leithwood & Jantzi, 2006). The investigations have shown that simply working on the teachers and students performance does not yield the effectiveness of the schools. The school improvement efforts have given the stress on increasing the teamwork of teachers (Brownell, Yeager, Rennells, & Riley, 1997; Louis, Marks, & Kruse, 1996). The teachers are not only responsible for the change in development of policies but for the school improvement and transformation (Kutsyuruba, Burgess, Walker, Donlevy, & Global, 2013).