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## *ABSTRACT*

Quality of a person's performance depends to a great extent on the motivation and its level towards the cause. Motivation may take varied forms it may be in the shape of material rewards, certificates, oral appreciation out of turn promotions or certain incentives. The very comfortable way is to provide the best working conditions which apply to education equally good as that of administration. Leaders direct, instruct, nominate support go for capacity building of the staff as a sustained effort. Our process of induction is the qualification knowledge experience and exposure and not the willingness to work which is an essential but a missing link in activating the staff to enjoy the entrusted responsibilities (Qayyum and Siddique, 2003). In organizations in general and educational organizations in particular it is not the number of staff rather it is their zeal to work and exert for the organization. All the beneficiaries of education are required to be motivated; students for learning, parents for channelizing the efforts of their kids to their aim of life and education, teachers for better teaching and up datedness, administrators for getting every nuke and corner of the organization to grow consistently and simultaneously. Motivation is used as a tool for energizing the people. School has been an agency of the society to implement its agenda through its staff and head as one of its leaders. The school seeks for its internal capacity to improve the learning capability of students and teachers flourish, change and keep focus on their assigned duties and targets. Principals are responsible for the professional development of their staff and they manage the school as learning community using development as a school change agent. The researcher studies the role of the secondary school principal as a facilitator for reform efforts and changing the school into motivated entity geared towards the achievement of the students to the optimum. The focus is not just on individual teachers' professional learning but of professional learning within a community context – a community of learners, and the notion of collective learning the consequences of which become evident in the shape of students performance and accomplishments.

A principal's role in school is creating and facilitating the conditions under which the staff can reflect upon existing learning and teaching through collaboration and training programs. 30 secondary schools of both genders i.e. girls and boys of. Publicsecondary schools in the city of Lahore constituted the population for this study. Sample comprised 125 each male and female teachers of secondary schools from Lahore district. The findings suggest that the majority of the

high school principals in Lahorecity encourage teachers to develop collaborative learning environment and that they feel an obligation to offer the opportunities for professional development of staff. The findings also suggest that teachers are working under the headship of the school principals who promote culture of instructional improvement, provide opportunities for peer observation, encourage staff to work well together and arrange for the activities aligned with school goals and mission. For all schools, in urban areas, there is need to build and sustain sufficient and strong capacity to self-renew to meet the emerging challenges over time through professional development activities and collaborative teamwork by the principal as a leader.

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