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A STUDY OF THE FUNCTIONS OF
PRIVATE SCHOOL PRINCIPALS
OF WEST PAKISTAN

A Thesis

By

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ABSTRACT

The role of the secondary school principal is becoming of increasingly important with the development of secondary education the world over. The private institutions of Pakistan are playing an important role in facilitating educational opportunities and some of them are setting the standards of instruction for other schools. This study is an attempt to investigate the functions of private secondary school principals in West Pakistan.

The concept of an ideal role of the principal is outlined. Based on the current literature, it provides a norm for comparison with the actual role of West Pakistani principals. In this study the functions of the principals are: educational leadership, promotion of human-relationships, direction of the social life of the school and administration of the plant.

The actual role played by West Pakistani principals is determined by their responses to a detailed questionnaire which was prepared and distributed to private secondary school principals of Karachi and Lahore. A summary profile of the functions of the West Pakistani principal is also presented.

The ideal role of secondary school principals and the functions of Pakistani principals are compared. Judging from quantitative data solely, it is found that Pakistani principals are closer to the ideal role with reference to supervision of teaching, promotion of staff-relationship, and to a lesser extent direction of social life of the school and parent-teacher relationship. The difference was found in curriculum-planning, over-seeing the library and administration of the plant.

From the analysis of the data it is concluded that Pakistani principals are active in all major fields of work. No relationship was found in the performance of the job of principals and their professional qualifications.

Suggestions have been made for the further improvement of the job of principals. This study also suggests additional research in the field of educational administration in Pakistan.

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CHAPTER I

INTRODUCTION

The success of the educational process depends on the quality of teachers in the final analysis. The quality of teachers, in its turn, depends on their professional qualification, training, and last but not the least, on the supervision of the principal. An efficient principal is the one who is administrator, educational leader and a director of the social life of the school. This efficiency requires financial and social conveniences and a certain amount of independence on the part of principal to carry out the educational program with the co-operation of his teaching staff and students.

Statement of the problem

The increasing importance of secondary education has a positive effect on the position of the secondary school principals. It is the stage where most of the skilled manpower of a nation is to be trained; where the quality of future university students is to be determined; where character building and quality of leadership can best be developed and finally where the child reaches his most

formative adolescent years. This complex nature of secondary education points out the need for skilled and talented personnel in the principalship. The principal is the backbone of any educational system. He is the one who is responsible for the quality of instruction and standard of education in his institution. His personality and supervisory skill has a direct effect on the quality of teachers and directly or indirectly on students. On him depends the smooth running and efficient administration of the school and its plant.

Immediately after partition Pakistan was faced with many problems. Among the difficulties was the loss of administrators, teachers, the lack of school buildings and furniture. Very soon the crisis in education was realized and because of the loss of trained administrative personnel, many teachers had to be promoted to the principalship in order to fill the gap and to keep education going. The result was inexperienced persons in the major administrative jobs. In the sub-continent of India the private institutions, owned by foreigners, were either missionary or designed for the purpose of turning out people as interpreters between the foreign rulers and the masses. In Pakistan, after partition, the purpose of private institutions was different. Private enterprise came forward to facilitate educational

opportunities and to help the government in meeting the increasing demand on the primary and secondary levels of education. Since then, private institutions have occupied an important place in secondary education of Pakistan. Without any doubt there are private schools which are running on commercial basis, but there are many others that have set a standard for other schools. The role of the private school principal is more difficult than that of the government school principal, as the latter receives continuous direction from the Director of Education about each minute detail of administration. In the case of the private school, the principal has to take all the initiative in administrating his school. The success of the school, to a very large extent, depends on the principal's professional ability, managerial skill and proper public relations. The private secondary school principal is responsible to the Director and also to the Managing Committee, if he does not own the school.

The purpose of this research is to find out what is the ideal role of a secondary school principal in facilitating the achievement of the aims of education and in the improvement of instruction. This gives a theoretical frame-work on the basis of which an attempt is made to find out what duties are actually being performed by the private secondary school

principals of West Pakistan. An effort is also made to make some suggestions for the improvement of the job.

Importance of the Study:

The importance of this study should be clear when realizing the importance of principals. Especially in Pakistan the principal bears heavy responsibility because its educational system is still in the making and with rapid expansion of education, the school authorities in Pakistan have been obliged to engage many teachers who are not trained. Hence, the job of the principal becomes of double importance, i.e. administration as well as professional and academic teaching.

Methods of Study:

The methods of study employed, consist of two stages.

- 1) In order to form a theoretical frame-work of the ideal role of secondary school principal an intensive literature research was undertaken.
- 2) In order to get an idea of what duties are actually being performed by the principals of

West Pakistan, a questionnaire was prepared and distributed to principals. The data received by the questionnaires were tabulated and interpreted. Some governmental publications, were also studied.

Location of Study

The present research is confined to principals of private schools in Karachi and Lahore.

Limitations of the Study

The sample is limited to private secondary schools of Karachi and Lahore. These two cities have been chosen as representative cities of West Pakistan, and also because accurate research is more possible in these regions of West Pakistan. Since the majority of the questionnaires were answered by the people living in Karachi, the conclusions for study are more likely to be applicable to Karachi than to other parts of Pakistan. The questionnaires had to be sent to Pakistan and administered by people not concerned with the study; it is assumed that enough care was taken in their administration for the data to be considered accurate.

DEFINITIONS

Certain terms in this study need clarification with reference to Pakistan.

Secondary School

An institution where education of post-primary grades from class VI (Students' age: 10-17 years) up to the university is provided, irrespective whether such education is general in character or biased in favor of a vocation.

Private School

A school which are managed under private organizations duly constituted under law and approved by the Director of Education.

Recognized School

A school which has been recognized by the Directorate, or on behalf of the Directorate. It is open for inspection and run in conformity with the rules and regulations imposed by the government.

Managing Committee

A body of persons having financial and general control of an institution.

Aided School

A school under private management which receives aid from general revenue or local funds.

CHAPTER II

THE IDEAL ROLE OF THE PRINCIPAL

With an increase in the complexity of secondary education, the role of the secondary educational administrator has changed from that of a mere head-teacher to one which requires professional training and technical skill. The principal's responsibilities are varied and complex. He is an organizer, executor, director, manager and above all an educational leader. With the progressive trend in education the principal's responsibilities pertaining to the direction of personnel and of instructional leadership, are broadened beyond simply managerial and administrative duties.

The role of the principal is determined to some extent by his role as perceived by the local community, by his staff and by his own philosophy. A principal must have a systematic philosophy of educational administration based on democratic principles. He must believe in the potentialities inherent in people and the significance of their development in the educational process.

The following pages deal with the functions of the principal as an educational leader, director of the social life of the school, leader in promoting human-relationships and administrator of the physical plant.

Supervision of Teaching

Supervision may be broadly defined as services provided for the improvement of instruction. Since the teacher plays an integral role in instruction, improving the teacher may also be considered a goal of supervision.

The success of supervision in teaching depends on the techniques the principal employs according to the different purposes and different personalities of the teaching staff. A good principal should be well informed with different techniques of supervision.

Class-Visit:

The classroom visit is becoming a common practice and is usually welcomed by teachers. The principal favors this technique because it gives him a chance to explore the physical conditions of the class-room and an opportunity to check whether the teacher is properly equipped with the information she needs for presenting her subject-matter adequately; it gives him a chance to check the teacher's methodology.

The amount of time spent by the supervisor in the class-room and the number of visits will be determined by the problems that he is studying. The number of visits is conditioned by such factors as the experience of the teacher, teaching ability, etc.¹ The class-room visit should result

¹ C.H. Anderson *et al.* Visiting the Teacher at Work (New York: Appleton and Company. 1952), p. 56

in the analysis of the learning situation or diagnosis of pupil difficulties and follow-up remedial instruction.

Post-Visitation Meeting:

The benefit of class-room visits may not be realized unless the post-visitation conference is expertly conducted. There should be a clear understanding between the teacher and the supervisor so that if both are working on the same teaching problem they will arrive at a better solution.¹ The principal must have experience at various levels of teaching because in this conference his job becomes more or less as that of a teacher. If everything is satisfactory, the teacher should be so informed and complimented as an incentive to even superior teaching. If the principal finds the teacher's work unsatisfactory, he must be able to lead the teacher to see how to improve her work. "... it is a rare opportunity for the establishment of constructive professional leadership".²

Professional Meetings:

Another way of improving instruction is the professional meeting. "They are essential as an integral phase

1. H.M. Harnel, "Improving Teaching through Supervision", Educational Administration and Supervision, XXXV (May, 1959) pp. 162 - 172.

2. Alexander Crippon Roberts and Edgar Marion Draper The High School Principal (Boston: D.C. Heath and Co., 1927), p. 138

of every supervisory program".¹ These meetings are opportunities for teachers to make contributions from their several experiences to discuss the pros and cons of various procedures. Sometimes educational problems must be assigned to individual staff-member in order to lead the discussion in that field. Group-meetings will be more advantageous if lectures by some professional experts are arranged often.

Demonstration of Teaching:

Still another technique, a teaching demonstration, is not very much favored by teachers and by principals because principals are not specialized in all the subjects of high school. But the principal should have command over the quality of teaching methods. This technique is of great advantage to the inexperienced and new teachers. It demands planning and professional ability of the principal .

In-Service Program:

The training given by educational institutions provide the prospective teachers with the basic knowledge and skill, but in order to develop competence throughout the career a continuous procedure of improvement is required, which is done through in-service education. Many promising procedures have been suggested by educators like the organization of committees of teachers to work on various aspects of the

¹William T. Melchior. Instructional Supervision. A Guide to Modern Practice (Boston: D.C. Heath & Co. 1950), p. 312.

instructional program, special assistance for new teachers by competent consultants etc. The in-service program gives constant encouragement to try new ideas and plans.

Provision of New Material:

Another important supervisory responsibility of the principal is to provide new material of instruction and a professional library for the teachers.

Professional Studies:

The principal himself should give some regular hours for professional reading, and he should stimulate interest for professional research in teachers.

Promotion of Staff-Relationships

The administration of personnel should be based on sound human, social and psychological principles. An insightful teacher always seeks a good human environment ; the one with the high quality inter-personal relations.

Kind of Treatment:

The principal must try to understand the individual personality of the teachers. They differ physically, psychologically, and also with regard to social background.¹ The principal must know how to treat them differently. He should develop a sense of belongingness, for it is a powerful force

¹ John A. Bartky. Supervision as Human Relations
(Boston: D.C. Heath & Co., 1953), pp. 58 - 67

for bringing satisfaction to teachers. He must emphasize ideas rather than personality. The efficient principal should not be jealous of the achievement of a member of his staff. He should be generous enough to give due recognition and credit to their work and encourage whenever possible. He should never be partial and guard against favoritism as it creates harmful effects on personal satisfaction.

Delegation of Responsibility:

The principal must delegate some of his responsibilities to the teachers according to their ability and in consideration of their teaching load. The principal should believe that he and the teachers are going toward the same goal; their co-operation is essential.

Staff Meetings:

Staff-relationships can be maintained through staff-meetings which play a role in increasing the understanding of teachers about each other and with the principal. Staff-meetings also help in facilitating the concensus of the staff on major problems. It is advisable to hold staff-meetings for the consideration of common problems, and the principal must see to it they appeal to his teachers as vital.

A general rule is to have meetings often enough to provide for prompt consideration of urgent problems yet not so often as to occasion meetings when there is nothing for the meeting to do.

Keeping Records of Meetings:

It is advisable to deliver the responsibility of keeping the record of staff-meetings to some of the members or for the principal to keep it himself and deliver a report before next meeting starts, so that members absent from previous meetings may get an opportunity to give their suggestions. It also helps in planning the next meeting.

Arrangement of Casual Meetings:

The principal must realize that he is always on duty and he should never miss an opportunity to guide and instruct his teachers even outside the school. The casual meeting outside the school helps him to come in close contact with teachers. It is better if he invites his staff-members to his residence to discuss the development of his school. In a friendly and informal atmosphere teachers feel at ease and discuss matters more frankly.

Leadership in Curriculum Planning

The curriculum is defined by different educators according to their philosophy, psychological insight and social values.¹ So the first responsibility of the principal is to guide the staff towards the most practical and meaningful interpretation of the term in a specific situation.

¹. Harold G. Shane and Wilber A. Yauch. Creative School Administration (New York: Henry Holt & Co., Inc., 1954), p. 223

For it is the curriculum that determines the nature of the administration, the teaching methods, the physical equipment and financial support.

The Basis of the Curriculum:

The principal as an organizer as well as an executor of policy should comprehend the philosophical, social and psychological basis of the curriculum which refer to the values and beliefs of education; the cultural, economical and social needs of the society; and the way to reach the objectives and nature of the learner, respectively.¹ There are certain needs common to all pupils, certain needs common to groups of pupils and there are other needs peculiar to the individual. This refers to certain portions of curriculum to be on the core basis, certain required subjects for different groups of specialization and some elective subjects not required for everyone but open to those who wish to pursue them according to their interest and needs.

Teacher Participation:

Teacher-participation in curriculum construction is a practical and rational procedure. Those who formulate curriculum policy should acquire the co-operative study and scholarly contribution of every member of the faculty in the development of the curriculum.

1. Florence Barbara Stratemeyer et al . Developing Curriculum for Modern Living (2nd ed. rev. ; New York: Teachers College, Columbia University, 1957), pp. 21 - 111

Discussion with Teachers:

This is the responsibility of the principal to clarify the objectives of the curriculum to the teaching staff; it facilitates the teaching-learning process. Due consideration must be given to teachers' suggestions with regard to the execution of the policy.

The efficient principal must realize that the curriculum should be flexible and the text-books prescribed must meet the educational and individual standards of pupils. He must also realize that an adequate curriculum policy and good teachers will not be of any help in providing rich experiences for students unless they are provided with appropriate instructional material.

Direction of the Social Life of the School

Co-curricular activities are gaining increasing importance in modern secondary schools. At the secondary level of education children go through an adolescent period which has its peculiar social and emotional problems for students. At this age biological changes are responsible for excess energy which should be directed towards some creative activity.

A program of social activities should be built upon certain fundamental principles. No activity should be allowed in the school which is not understood and approved by

administration. The program should meet the educative purposes of the school as well as the needs and interest of the students. Students must be given an opportunity to participate actively in the determination of policies, but faculty participation and support is necessary. The activities must not be controlled by a fraction of students population. The co-curriculum consists of such units of activities as: publications, clubs, student-council, assemblies, athletics, debating, social entertainments, etc.

Student-Council:

The student council is an organized and representative group of students who control many school programs and handle some disciplinary problems. The members of the student-council should be elected in such a way that every student feels he is represented. It should consist of representatives from each class. The principal needs to guide the council and call meetings frequently for getting direct knowledge about existing activities. It is the responsibility of the principal and sponsors to check that it is not affected by outside political and social influence.

Assemblies:

The assembly plays a significant role as an educational force in the modern process of education. Assemblies have always been organized in most schools but the purpose of the assembly was traditionally not more than a religious

meeting or for singing a few songs together, or the principal uses it as a place for general announcement. Gradually it has been realized that a good and well-directed program of assemblies can develop many favorable attitudes among students and can serve as a place for imparting additional knowledge which is difficult to be covered in the regular program maintained by the curriculum.

The time for assemblies varies with its program but generally it should not be less than 30 minutes and more than an hour.¹ Those who have a daily assembly period in their schedule allow 15 minutes but it is not sufficient to carry out a successful program.²

Publications:

The student-publication is another important unit of co-curricular activities. In every school it is advisable to have some form of student publication. The types of school publication are - the newspaper, the magazines, the year-book, the bulletin. The student-publications are a medium between the administrative authority of the school and students, and a link for the community and the school. So it should explain the school program in such a way as to improve public understanding and support of what the school

1. Paul B. Jacobson, William C. Reavis and James D. Logsdon. The Effective School Principal (New York: Prentice-Hall, Inc., 1954), p.343.

2. J.B. Edmonson et al. The Administration of Modern Secondary School (New York: The MacMillan Company, 1951), p.291

is doing.¹ The principal should see that articles are of good literary standard and carry the values and taboos of the school community in a desirable way.

Physical Education:

The importance of athletic and physical education has already been realized by including it in the regular schedule of the program. The program of physical education should meet individual differences. Athletics is more influenced by the principal who attend contests and practices with helpful interest.² Four to six periods for juniors and three to four periods for senior classes, of physical education should be included in school hours.

The principal's managerial efficiency lies in delegating the responsibility of sponsorship to his co-workers rather than accomplishing all the duties himself. He should seek the co-operation of teachers in this respect by showing his keen interest in such activities.

Guidance Function of the Principal

The main objective of education is to help the child in developing his innate potentialities in order to enable him to adjust with his environment and improve it in every

1. Clarence Hines, "What a Superintendent Expects of School Publication", N.E.A. Journal (March, 1959), p. 39

2. Herbert H. Foster. High School Administration (New York & London: The Century Co., 1928), p. 367

aspect. With the increasing complexity of our civilization, and the more complex procedure of secondary education by means of the introduction of variety of subjects and importance of extra-curricular activities, and entrance of students of all classes of society, a well organized procedure of guidance is of primary importance.

A good principal must take the initiative of leadership in the guidance program. He can initiate his leadership in guidance by having that kind of relationship with teachers which fosters a guidance approach to the pupils. His appropriate and generous counseling to the teacher will make them feel that guidance is also needed by pupils who need a sympathetic friend to whom they may go with perplexing personal problems that concern them.

Appointment of the Committee:

The principal can appoint a committee to study the school guidance needs. The principal must take the responsibility in carrying out the recommendations of the guidance committee. They may involve several things: getting superintendent's and managing committee's approval for changes recommended by the committee, taking the responsibility of obtaining any material that the committee discovers it needs and representing the program.¹

¹Henry J. Doupont, "Principal and Guidance Program", Educational Administration and Supervision. XXXXIII. No. 6, (1957), p.p. 359 - 363

Individual Counseling Delegated to Teachers:

In schools where budget appropriation prohibits the use of a special counselor, the responsibility of individual counseling can be delegated to a number of teachers who are partially relieved from teaching duties. This will also help in maintaining reciprocal relationships between guidance and instruction in the hands of teachers.¹

Information about Pupils:

For proper guidance of the child it is the responsibility of the principal to help teachers in gaining all the required information about the pupil. In advanced countries, for investigating pupils' problems, many kinds of tests can be administered. Here, the principal is also responsible for the proper treatment of results.

Principal as a Counselor for Pupils:

The principal must try to maintain face to face direct relationship with his pupils as far as possible. "Every official relationship between the school principal and his pupils is considered to have potential guidance possibilities if appropriately utilized".² He must play a role of

¹ Harold C. Hand, "Relationship of Guidance to Instruction", The Educational Digest (April, 1955), p. 5

² Paul B. Jacobson and William C. Reavis. Duties of School Principal (New York: Prentice-Hall Inc., 1946), p. 124

counselor for students who are referred to him by the teachers. For this purpose he himself must be well-informed with guidance technique and literature.

Leadership in Parent and Community Relationship

The school is no more a separate and independent entity for the welfare of pupils, but it is increasingly realized that no organization can render maximum service without good public relations. If the school is to serve most effectively and be adequately financed, the people must know the functions of its organization, understand its problems and appreciate its values. Especially the private institutions require a well-organized public relations program to cause larger number of elementary school pupils to join the school.

Provision of Information:

The principal is a sort of an unofficial ambassador of the school to the community and also an interpreter of the educational ideals to the schools. The principal must realize that the first step in bringing the school and the community closer is the provision of correct information about the school activities and its program to the public.

This can be done with an infinite number of ways, newspaper publicity, bulletin to homes, radio broadcast, social functions, exhibition and public performances, which must keep citizens aware of benefits pupils derive from good schools.

Personal Contacts:

The principal must try to keep as many social contacts with different organizations as possible and reach to the key people of the society. This participation in different organizations will also give him an opportunity to discuss matters with people and to correct misinformation.

Teacher-Parent Relationship:

The common objective of the school and the parent is the child, so the relation between teacher and parent is solid one. The principal must provide wide opportunities for teacher-parent contacts.

Parents' Visit in the School:

Parents should always be welcomed in school, but is advisable to fix some scheduling for parents to meet teachers, if they have some problem with their child.

Parent-Teacher Association:

The other means of promoting parent-teacher relationship is through the parent-teacher association. "The parent-teacher association, made up, as it is of that group of people who are more interested in the school and its welfare, makes an ideal organization in which to promote school development."¹ It provides an opportunity for teachers to

¹. J.B. Edmonson, Joseph Roemer and Francis L. Bacon. The Administration of Modern Secondary Schools, 3rd ed. (New York: The MacMillan Company, 1951), p. 489

learn more about children's family background and they may also become acquainted with parents' plan for the student's future education. And for parents it acquaints them with present and prospective teachers of their children.

Parents' Help:

Another way of increasing parent-teacher and school community relationship is to use the community as a resource for the school.¹ Parents can help in the school program in many ways, the principal must encourage them to offer their services.

In short, public relations in the broadest sense is the art of making the public understand what an organization is doing, why it is doing it, Thus the public relations helps achieve participation in and wins recognition, status and support for the organization with which it is concerned.²

School-Library

The functions of high school library has changed with a change in educational procedure. The new trend in education is to train the child for new experiences and to know how to meet that need. "The library is the epitome of what

1. Harold G. Shane, op. cit. p. 193

2. From the Manual, Public Relations for Jewish Community Centre, by Bernard Postal, Quoted by Clifford Lee Brownell. Public Relations in Education (New York: McGraw-Hill Book Company, Inc. , 1955), p. 65

is desirable in the 20th century school; guided learning characterized by a large measure of freedom and self direction.¹

Professional Librarian:

The increased recognition of the values of library service has made it necessary to provide well-trained librarians. The librarian should have an adequate training in library work. He should be conversant with the problems of instruction either through visitation to the class-room or through frequent conferences with the class-teacher. The library committee should be formed from teaching staff as well as from students.²

Selection of Books for the Library:

In selecting books for the library, the efficient principal must co-operate with the librarian and staff-members. The best books for an individual school are those that have been selected in accordance with the needs of the pupils and these needs must be identified in terms of pupils as individuals and their development requirements.

Library Period in Daily Schedule:

The students attention must be drawn to the use of the library. Perhaps the best way to stimulate pupils to

¹ Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1947), p. 1

² Paul B. Jacobson, op. cit. (1954), p. 198

use the library is for the principal to make certain through administrative routine, that all pupils are in the library regularly at some-time during the day or week, and to provide library hours that will permit the visitation by student on his own initiative.

In short, the principal's responsibilities as suggested by Coulbourn are,

" The planning of library quarters and with the aid of librarian securing of appropriations of equipment and books, deciding on size of staff and selecting personnel, recognizing the librarians function in curriculum development interpreting the library to teachers, pupils and to public."¹

Administration of the Plant

The principal's responsibility for the school plant and its equipment is very definite and continuous.

Consultation with the Principal:

Even if the problem of finding the site and construction of building is decided by the board of education or managing committee, in public and private schools, the principal may be consulted and his opinion may be given due consideration so the principal should be informed in this connection.²

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1. John Coulbourn, Administering the School Library. (Educational Publishers, 1942), "Guide to Action". Series No. 3, Quoted by Fargo F. Lucile. The Library in the School (1947), p. 129
 2. John T. Wahlquist. The Administration of Public Education New York: The Ronald Press Co. 1952), p. 432

Rooms in the Building:

The building should have class-rooms, study-hall, library, assembly hall, laboratory, principal's office, staff-room, lunch-room and a small health office. Workshop, music room and W.C. should be in separate blocks.¹

Maintenance Duties of the Principal:

The most important responsibility of the principal in the administration of plant, lies in its maintenance and proper use. The principal should be able to visualize the maintenance and operating expenditures of the building. The provision of well-trained maintenance personnel and adequate tools is important.

Maximum use of the plant:

The principal is also responsible to see that the plant is under its maximum and proper use. The classes should not be vacant for long periods during the school days but instead one class-room can be used for different sections at different times. Special rooms, library, laboratories should be well-equipped with their required material.

Space in Rooms per-pupil:

The average class-room should provide 25 sq. ft. per-pupil and laboratory 30 to 40 sq. ft. per pupil.²

¹•Jibrail Katul, "Notes on Educational Administration 213", (unpublished Notes, Dept. of Edu. American University of Beirut, 1964), p. 12

²•John T. Wahlquist. op. cit. p. 444

Check of Janitor's work:

He should check the work of janitors regularly and should know how to get work done by them. Moreover, his knowledge of human relations should enable him to deal with those people sympathetically and tactfully.

Required Professional Qualifications

The above discussion about the functions of principal suggests that not every one can be an effective principal. This profession requires a great deal of desirable personal characteristics, experience and training which will enable him to stand as a competent principal. The criteria used in the selection of a principal is not clear, but one could find out the potentiality of future administration from his past knowledge, experience and training.

The main characteristic of personality traits that a principal should possess are "lofty sense of duty, broad sympathy, sound judgement, power of insight into character, love of his work, originality and initiative, self-control organizing power, firmness, persuasive power of speech and general purity of character."¹ It means he must have a desirable combination of personal, social, intellectual and physical characteristics. He must have an impressive and strong personality as he is the model for children as well as for teachers.

Besides these personal characteristics, abundance of experience forms a valuable part of the competency pattern of an educational administrator.

¹ S.E. Bray, School Organization (4th Ed.; London: W.B. Clive, High St. New Oxford St. W.L, 1930), p. 238

School experiences in extra-curricular activities, travel and teaching experience at several levels of the school program gives the principal a better understanding of administrative duties.

Professional training is also needed, for the principalship because experience is no substitute for professional training of the right kind nor is professional training an adequate substitute for experience. The two are complementary: both are necessary. A high level of professional preparation is essential for his personal and professional security. Those who enter this profession should be well prepared to give their time and energy to be successful. He should be a well-read person and acquainted with professional literature, and he should be able to grasp the possibility of application of related research in his school. The principal's knowledge of child-development, psychology, human-relationships, human behavior and attitudes should be explicit as he is in direct relationship with his teachers and both directly and through the teachers to the pupils and their parents. A good principal must be well-equipped with the knowledge of the principles of education. He must master the modern theories of organization and administration of extra-curricular activities, curriculum leadership, guidance services, community relationship, building planning and supervision. He should

have an ideal conception of his school program. "This ideal is expected to be in harmony not only with the general educational policy of the district, but also with the best thought in regard to the training of youth".¹ His graduate work in education is required for the principalship. In some places even a master's degree is demanded. He must be aware of the administrative practices in other countries, and the factors behind these practices, in order to enrich his knowledge with the experiences and practice these if possible.

He should be specialized in one or two subjects in order to share the teaching load and come in direct contact with class-room instruction and procedure and ultimately with students.

The quality of competent personnel in this profession depends on the training institutions and colleges to a very great extent. Not only theoretical courses in administration but the internship services should also be provided to potential administrators. It will give them a chance to visualize the problems of administration. The school principalship is perhaps the most important administrative position in our educational system. Hence, a school

¹•Horace A. Hollister, High School Administration.
(New York: D.C. Heath and Co., 1909), p. 110

principal should be well-equipped with personal qualities, experience, and more comprehensive professional training, in order to do justice to this profession.

CHAPTER III

THE FUNCTIONS OF SECONDARY SCHOOL PRINCIPALS IN PRIVATE INSTITUTIONS OF WEST PAKISTAN

West Pakistan is divided into six educational regions, namely Karachi, Lahore, Hyderabad, Peshawar, Quetta and Rawalpindi. The role played by private institutions in facilitating the educational opportunities in West Pakistan is significant. Table 1 shows the percentage of private secondary schools in the different educational regions of West Pakistan. The percentage of non-government schools in West Pakistan is remarkable; i.e. 65.5% of all schools.

TABLE 1

THE NON-GOVERNMENT SECONDARY SCHOOLS IN WEST PAKISTAN

Region	Total No. of Schools	No. of Govt. Schools	No. of Non-Govt. Schools	% of Non-Govt. Schools
Karachi	157	63	94	59.8
Hyderabad	168	54	114	67.8
Lahore	448	118	330	71.9
Peshawar	152	133	19	12.5
Quetta	50	41	9	18.0
Rawalpindi	399	65	334	83.4
Total	1374	474	900	65.5

Source:- Government of Pakistan, "High Schools in West Pakistan". (The West Pakistan Bureau of Education-Lahore, 1963)

Type of Schools

The non-government schools can be categorized as Aided and Unaided on the basis of whether they receive governmental financial assistance. The eighty-three schools presented here include both aided and unaided schools. Table 2 shows that there are 42 aided and 41 unaided schools in the sample. In aided schools, 26 Boys' 9 Girls' and 7 Co-educational schools are included while 41 unaided schools consist of 15 Boys' ; 10 Girls' and 16 Co-educational schools. Table 2 also indicates that a higher percentage of boys' schools i.e. 61.9% (26) is found in the aided schools sample, and a higher percentage i.e. 39% (16) of co-educational schools is found in the unaided school sample.

TABLE 2
SCHOOLS IN SAMPLE BY
FINANCIAL SUPPORT
N = 83

		Aided				Unaided			
		Boys	Girls	Co-edu.	Total	Boys	Girls	Co-edu.	Total
F.		26	9	7	42	15	10	16	41
%		61.9	21.4	16.7	100	36.6	24.4	39.0	100

One hundred and fifty questionnaires¹ were distributed to the private school principals in Karachi and Lahore (West Pakistan) to determine² the duties performed by the principals of these schools. Eighty three questionnaires were returned, for a response of 55%.

Sex of Sampled Principals

Of eighty three principals who responded to the questionnaires a majority of them are males i.e. 53 or 63.8% and 30 are females i.e. 36.2%

Age of the Principals

The age of the sampled principals range from 22 to 65 years. The mean, median and mode ages of the principals are 44.6, 44.5 and 42 respectively. Table 3 shows the frequency distribution of principals according to age group.

TABLE 3
FREQUENCY DISTRIBUTION OF THE PRINCIPALS
ACCORDING TO THEIR AGES
N = 83

Years	F.	Years	F.
22-24	1	45-49	13
25-29	4	50-54	13
30-34	10	55-59	10
35-39	11	60-64	4
40-44	15	64 - above	1

1. See Appendix B

2. Because of uneven replies to a few questions, the entire questionnaire is not analyzed in the text of this study. See reference 1, p. 121

Professional and Academic Qualifications

The professional qualifications of West Pakistan principals are not disappointing. Two principals have teacher training from the United Kingdom which they specified as the Bachelor of Education Degree. Fifty-five (66.2%) have Bachelor of Education Degrees and nineteen (22.8%) have Master of Education Degrees. As far as academic qualification is concerned, 39 (46.9%) have first University Degrees in Arts and Sciences and 43 (15.8%) have Masters' Degrees in Arts. Table 4 shows the professional and academic qualifications of our principals.

TABLE 4
PROFESSIONAL AND ACADEMIC QUALIFICATIONS
OF THE PRINCIPALS
N = 83

	Male	%	Female	%
Professional Qualifications				
Certificate for Teaching	1	1.9	-	-
B.Ed.	35	66.0	20	66.7
M.Ed.	11	20.8	8	26.7
No ans.	6	11.3	2	6.6
Total	53	100	30	100
Academic Qualifications				
B.A. & B.Sc.	30	56.6	9	30
M.A.	22	41.5	21	70
No ans.	1	1.9	-	-
Total	53	100	30	100

Teaching Experience of the Principals

The data also indicate that all the principals had teaching experience before becoming principals. The years of teaching experience range from one to more than twenty. The most frequent number of years is 20 or more, while the median and mean number of years of teaching experience are 12.6 and 13 respectively. Table 5 shows the frequency distribution of the principals according to their teaching experience.

TABLE 5
TEACHING EXPERIENCE OF THE PRINCIPALS
N = 83

Years	1-5	6-10	11-15	16-20	20 or more	No Ans.	Total
F.	18	18	12	14	20	1	83

Years of Experience as a Principal

Table 6 indicates the length of service as a principal. It shows that many principals have had experience in the principalship for more than 12 years (mode); the median and mean number of years of experience are 7.7 and 8 years, respectively.

TABLE 6
LENGTH OF SERVICE AS A PRINCIPAL
N = 83

Years	1-3	4-6	7-9	10-12	12-above	No Ans.	Total
F.	18	18	12	14	20	1	83

The Recruitment of Principals

Table 7 gives information about the type of recruitment of principals in private institutions of West Pakistan. No clear majority types was found with statistical significance by chi-square test, among the number of principals who acquired the present position by promotion from regular teaching status and those who acquired it on the basis of qualifications. The two are not exclusive, but in private institutions people get the chance of principalship without any previous experience either in teaching or in present service, as the selection of the principal is made by the Managing Committee and the Directorate has no say in it. Table 7 indicates that 36 (43.4%) of the principals reached the present position on the basis of promotion and 34 (40.9%) on the basis of their academic qualification while 12 (14.5%) of the principals have been interviewed and one (1.2%) principal was specially trained for this job.

TABLE 7
TYPE OF RECRUITMENT
N = 83

	F.	%.
On the basis of promotion from teaching	36	43.4
On the basis of academic qualifications	34	40.9
On the basis of application & interview	12	14.5
Preparation for the post	1	1.2
Total	83	100

Salary of the Principals

The basic salary of the sampled principals ranges from RS. 250 to RS. 750 per month. (Approximately \$55.50 - \$166.60, or LL.166.5 to LL.499.80) The cause for such a wide difference in the basic salary of principals in different schools is due to the fact that private institutions are free to fix the salary according to financial conditions of the school. The code of Education maintains a minimum limit of RS. 250 per-month.¹

Table 8 shows the frequency distribution of the principals according to the basic salary they received.

TABLE 8
THE BASIC SALARY SCALE^a
N = 83

Amt. in RS	250-299	300-399	400-499	500-599	600-699	700-75
F.	15	14	18	14	10	6

a. Six of the principals did not answer this question

The annual increment received by the principals also differs from school to school. It ranges from RS. 10 to RS. 50 per year. Table 9 gives the frequency distribution of the principals in this respect.

¹. The information is drawn from a mimeographed production of the original copy of the Secondary Education Code, which is published under the authority of the Director of Education of Karachi. (n.d.) 1952? p. 12

TABLE 9
ANNUAL INCREMENT OF PRINCIPAL'S SALARIES
N = 83

RS.	10-19	20-29	30-39	40-49	50-over	No Ans.	Total
F.	11	45	7	2	6	12	83

It was also found that the institutions which pay the lesser amounts as a basic salary have no policy of better payment in future as they pay comparatively less as an annual increment. The better established schools pay better salary with higher increments. The maximum scale of pay also ranges from RS. 300 to RS. 1500.

Out of eighty three principals, 68 (81.95%) have the help of an assistant headmaster or headmistress, and all of them are provided with clerical services.

These are the general characteristics of the sample. Now we will turn to the functions of the principal.

Supervision of Teaching

The questions with reference to supervision do not cover the attitudes of the supervisor and the teachers or the methods employed by the supervisor during conferences. The questionnaire, however, gives information about major techniques of supervision applied by the principals in West Pakistan. Approximately half of the teachers are trained.

Class-Visit:

Seventy-five (87.9%) of the principals do get an opportunity to visit the class-room from 5 to 7 times per-month. The average time spent in a class per-visit by principals is 30.1 minutes. Table 10 shows that only 73 principals answered the question of time spent in class. In computing the time spent in class per-visit by M.Ed. principals and B.Ed. principals with the chi-square method of statistics no significant difference were found in their practice according to professional qualification.

TABLE 10

FREQUENCY DISTRIBUTION OF B.Ed. & M.Ed.
PRINCIPALS WITH REFERENCE TO THE
TIME SPENT IN CLASS PER-VISIT^a
N = 83

Minutes	B.Ed.	M.Ed.	Total
5-15	12	5	17
15-30	19	10	29
30-45	23	4	27
Total	54	19	73

$$\chi^2 = 1.87$$

$$Df = 2$$

$$\text{Value of } \chi^2 = 5.991$$

a. 10 principals did not answer this question

Post-Visitation Meetings:

Post-visitation meetings are required if improvement in instruction is desired. The teacher must understand clearly the good points in her method of instruction or the deficiency in her teaching technique and what chances for the improvement prevail. It is the duty of the principal to help her in this respect. Only 28 (33.9%) of the principals have regular post-visitation meetings, while 22 (26.5%) of them arrange it sometimes and 31 (37.4%) of the principals did not reply to this question.

Table 11 shows the percentage of principals (with reference to their qualifications) who responded in the affirmative and in the negative for post-visitation meetings. From the following table we can conclude that higher percentage of M.Ed. principals (78.9%) hold the post-visitation meetings than of B.Ed. principals (56.4%). But there is a tendency for improvement in B.Ed. principals because 19 (34.5%) of them do hold the post-visitation meeting sometimes.

TABLE 11

THE PRACTICE OF THE PRINCIPALS OF POST-VISITATION MEETING WITH REFERENCE TO THEIR PROFESSIONAL QUAL.

N = 83

Q. "Do you hold post-visitation meetings with teachers?"

	B.Ed.	%	M.Ed.	%
Yes	31	56.4	15	78.9
No	5	9.1	-	-
Some times	19	34.5	3	15.8
No Ans.	-	-	1	5.3
Total	55	100	19	100

Professional Faculty Meetings:

A good principal realizes the need for professional meetings for the improvement of the professional skill of teachers and for the standards of instruction. The number of faculty meetings held in the sampled schools range from one to more than fifteen times per year. The most frequent number in the sampled schools of faculty meetings is 6 to 10 times per year. The mean and median are 9.6 and 9.1 meetings per year.

Demonstration of Teaching:

The technique of demonstration in the supervision of instruction is very common with West Pakistani principals. Sixty-nine (83.1%) of the principals use this technique usually for the benefit of inexperienced teachers, while 14 (16.9%) principals do not apply this technique. Table 12 gives this information.

TABLE 12

DEMONSTRATION OF TEACHING FOR NEW TEACHERS
N = 83

Q. "Do you demonstrate teaching for new teachers?"

Yes	%	No	%	Total
69	83.1	14	16.9	83

In-Service Training Program

The importance of in-service training for trained as well as for untrained teachers is recognized in many advanced countries.¹ The data gathered from the questionnaires, shows that half of the principals do not have any regular program for the training of their teachers. Table 13 shows that 40 (48.2%) principals have regular in-service program and two principals did not reply to this question .

TABLE 13

PROVISION OF IN-SERVICE TRAINING
FOR TEACHERS

N = 83

Q. "Do you have any arrangement of in-service training for your teachers?"

	Yes	No	No Ans.	Total
F.	40	41	2	83
%	48.2	49.4	2.4	100

Time Spent on Professional Studies:

The time spent on professional studies for their own professional improvement by principals varies from 1-2 hours to more than 4 hours per-week. Thirty-eight (45.8%) of the

¹ Edgar L. Morphet. et al. Educational Administration. (New York: Prentice-Hall Inc., 1959), p. 315

principals replied that they spend more than four hours per-week; 19 (22.9%) of them spend three to four hours per-week and two (2.4%) principals did not reply to this question. Table 14 compares the time spent on professional studies by male and female principals. No significant difference is found in their practice with reference to sex, by chi-square method.

TABLE 14
TIME SPENT ON PROFESSIONAL STUDIES BY PRINCIPALS^a
N = 83

hrs. per-week	Male	Female	Total
1-2	16	10	26
3-4	12	7	19
More than 4	24	12	36
Total	52	29	81

$$\begin{aligned}x^2 &= .24 \\ \text{dlf} &= 2 \\ \text{value of } x^2 &= 5.99\end{aligned}$$

a. 2 principals did not answer to this question.

It is very common that teachers feel uncomfortable and lose confidence in front of unfamiliar supervisors. One of the duties of principals is to make teachers feel at ease and confident. His presence with the outside supervisor may

help the teacher feel more confident. Table 15 gives the frequency of the principals accompanying the supervisors in class.

TABLE 15
FREQUENCY OF PRINCIPALS ACCOMPANYING
THE SUPERVISORS IN THE CLASS
N = 83

Q. "Do you accompany the supervisor to every class when he or she visits your school?"

	Yes	No	Sometimes	No Ans.	Total
F.	40	41	-	2	83

Regular Teaching:

The majority of the principals themselves teach more than six hours per week. Table 16 shows the frequency distribution with the number of teaching hours per week.

TABLE 16
TEACHING HOURS PER-WEEK
N = 83

Hour per-week	No. of Principals	%
1-3	5	32.54
4-6	27	6.02
6-over	49	59.04
No Ans	2	2.40
Total	83	100

Promotion of Staff-Relationships

Personnel relations in the schools is important for the development of competent staff. It requires the leadership of the principal. The sampled principals seem to be conscious of human-relationships in administration. They all seem to believe in teacher-principal co-operation for the efficient running of a school.

Consultation Service to Staff:

Eighty-one of the principals i.e. 97.8%, give consultation services to the teaching staffs and two of the principals do not provide any consultation services.

Staff-Meetings:

The staff-meetings help in maintaining good relationships between teachers themselves and principals. Table 17 shows the number of staff-meetings held by the principals per year. 36 of the principals hold 1 - 12 meetings, 14 of them hold 13 - 15 and 32 of the principals hold staff-meetings more than 15 times per year.

TABLE 17
NUMBER OF STAFF-MEETINGS (PER YEAR)
N= 83

No. of Meetings	No. of Principals	%
1 - 12	36	43.3
13 - 15	14	16.9
15 - over	32	38.6
No Ans.	1	1.2
Total	83	100

Record of Meetings:

It is better to keep records of meetings in order to have a report indicating what has been discussed in the last meetings, and what topics are to be discussed in future. The answer to the question concerning the keeping of records for these meetings, shows that 66 of the principals i.e. 79.5%, keep records of the meetings, while 16 i.e. 19.3% do not keep records of the meetings and one principal did not answer this question.

Kind of Treatment:

The teachers' co-operation is a pre-requisite for the smooth running of the educational institution. Fortunately, all the principals agree that their teachers work co-operatively. From a total of 83, 79 principals (i.e. 95.2%) answer in the affirmative to the question of giving credit to

others for their work.

Arrangement of Casual Meetings:

The casual meetings of the principal and staff-members help in better understanding for each other. Table 18 indicates that 65.1% i.e. 54 of the principals invite the staff-members at home sometimes, while 31.3% i.e. 26 of the principals do not invite them at all and one principal always invites them at home to discuss problems. Two of the principals did not answer this question.

TABLE 18
INVITATIONS EXTENDED BY THE PRINCIPALS
TO STAFF-MEMBERS
N = 83

	No. of Principals	%
Never	26	31.3
Always	1	1.2
Sometimes	54	65.1
No Ans.	2	2.4
Total	83	100

Leadership in Curriculum Planning

In Pakistan, the secondary school curriculum is prescribed by the Board of Secondary Education, or more recently by the National Curriculum Committee. The principals are responsible for the execution of the curriculum

policy. It is in the rules of the Code of Education "that it follows courses of study prescribed or approved by the Karachi Board of Secondary Education, and in the case of schools not preparing students for the examinations conducted by Karachi Board of Secondary Education by the Directorate of Education, Karachi.¹ "It is the duty of the Head-master ...; to enforce and restrict use of prescribed text-book, only".² Hence, principals are not free to change the curriculum and the choice of books is also very limited.

Change in Curriculum:

The results gathered from the questionnaires are surprising. Fifteen of the sampled principals said that they could change the curriculum and 30 of the principals say they are free in the choice of books. It is interesting to note that of 15 principals who said yes for the change of curriculum 12 are male and 3 are female; 8 hold the B.Ed. degree and 3 hold the M.Ed. degree; 7 of these principals are of aided schools while 8 are of unaided schools. Table 19 gives the same information about these principals who replied in the affirmative for freedom to change the curriculum.

1. Secondary Education Code. op. cit., Chap. II. Article 33,
p. 3

2. Ibid., Chap. IV, p.15

TABLE 19
 THE CHARACTERISTICS OF THE PRINCIPALS WHO
 SHOWED TENDENCY TOWARD CHANGE IN
 CURRICULUM
 N = 15

Sex	Male		Female		Total	
	12		3		15	
Type of School	Aided		Unaided		Total	
	7		8		15	
Professional Qual.	B.Ed.		M.Ed.	No Ans.	Total	
	8		3	4	15	
Experience in Principalship	1-3	4-6	7-9	10-12	12-over	No Ans. Total
	5	4	1	-	4	1 15

Choice of Books:

Twelve of the principals who answered 'yes' for the freedom to change the curriculum also answered in the affirmative to the question of free choice of books. Table 20 gives the information about 30 of the principals who answered 'yes' for the free choice of books. It shows that 10 of the principals are of aided schools and 20 are of unaided sampled schools, 19 are male and 11 are female principals. Their professional qualification varies from Teachers Certificate to Master of Education Degree.

TABLE 20

INFORMATION ABOUT THE PRINCIPALS WHO ARE
FREE IN CHOICE OF BOOKS
N = 30

Sex	Male	Female	Total
	19	11	30
Type of School	Aided	Unaided	Total
	10	20	30
Professional Qualification			Total
C.T.	B.Ed.	M.Ed.	
1	13	10	6

Consultation by Authorities:

The data show that 34 (40.9%) of the principals were sometimes consulted by the curriculum-formulating authorities, 23 (27.7%) of the principals claim that a careful consideration was given to their opinion. Table 21 gives the information whether they are consulted by the authorities.

TABLE 21

CONSULTATION BY THE CURRICULUM-FORMULATING AUTHORITIES

N = 83

Q. "Are you consulted by the authorities who formulate the curriculum?"

	F.	%
Yes	13	15.7
No	30	36.2
Sometimes	34	40.9
No Ans.	6	7.2
Total	83	100

Discussion with Teachers:

The execution of the curriculum policy is facilitated by discussing the aims and policy of the curriculum with teachers. The answers to the question as, "Do you discuss the aims of curriculum with your teaching staff?", is independent of the professional qualification of principals. No relationship is found with the statistical method of x^2 , in the practice of principals with reference to their professional qualification.

TABLE 22

PRACTICE OF DISCUSSING THE AIMS OF CURRICULUM
WITH REFERENCE TO PROFESSIONAL
QUALIFICATIONS OF THE
PRINCIPAL
N = 83

Q. "Do you discuss the aims of curriculum with your teaching staff?"

	Yes	No.	Total
B.Ed.	50	6	56
M.Ed.	17	2	19
Total	67	8	75

$$x^2 = 2.33$$

$$dlf = 1$$

$$\text{value of } x^2 = 3.841$$

The other 8 principals who did not specify their professional qualification answered this question in the affirmative.

Attention to Teachers' Suggestions:

Table 23 shows how many principals give attention to teachers' suggestions. It indicates that 17 (20.4%) of the principals did not reply to this question, 53 (63.9%) of the principals give some consideration, and 13 (15.7%) of the principals give much consideration to teachers' suggestions.

TABLE 23
CONSIDERATION GIVEN TO THE
TEACHERS SUGGESTIONS
N = 83

	No. of Principals	%
Some	53	63.9
Much	13	15.7
No Ans.	17	20.4
Total	83	100

Direction of the Social Life of the School

The main items included in the questionnaires with reference to co-curricular activities were about the student-council, assembly, physical education and school publication Student Council:

Table 24 gives the information about the student-council that 66 (79.5%) of the represented schools have a student-council. To the question of whether all the classes are represented in the student-councils, 64 (77.1%) of the principals said 'yes', 16 (19.3%) of the principals said 'no' and two principals did not answer this question.

TABLE 24

INFORMATION ABOUT THE STUDENT-COUNCIL IN
SAMPLED SCHOOLS
N = 83

Q. "Do you have a student council?."

	F.	%
Yes	66	79.5
No	15	18.1
No Ans.	2	2.4
Total	83	100

Assemblies:

The data also show that 79 (95.3%) principals hold assemblies. Tables 25 and 26 indicate that only 61 (73.5%) of the principals use this opportunity for imparting additional knowledge. While 13 (15.7%) of the principals do not use it for this purpose and 9 (10.8%) did not reply to this question. And (T.26) 65 (78.3%) of the principals hold the student assembly daily, while 14 (16.8%) arrange it weekly. The time spent on assemblies varies from 10 to 30 minutes per day or 30 to 45 minutes per week.

TABLE 25

INFORMATION ABOUT ASSEMBLY
N = 83

Q. "Do you hold an assembly for students?."

	F.	%
Yes	79	95.3
No	4	4.7
Total	83	100

TABLE 26
TIME SPENT ON ASSEMBLIES (IN MINUTES)^a
N = 83

Time per Week	No. of Principals	Time per Week	No. of Principals
10 - 15 minutes	54	30 minutes	6
15 - 20 minutes	8	45 minutes	3
20 - 30 minutes	3	45-over	5
Total	65	Total	14

a. Four principals do not hold the assembly

Social Activities:

For the better physical, emotional and social development of pupils, some social activities are to be organized. In the schools represented in the sample, debates and athletic competition are common. These schools organize a combination of two or three social activities. Table 27 shows the social activities performed in sampled schools with rank of preferences.

TABLE 27
SOCIAL ACTIVITIES IN SECONDARY SCHOOLS

Items	F.
Debates	59
Athletic Competition	55
Essay Competition	53
Social Functions	46
Field Trips	44
Dramas	43

School Publications:

School publications are a means through which students express their opinion and in developing their hidden potentialities. School publications are also a medium between the students and administrators and between school and community. Regarding this, it is found that 63.9% (53) of the principals manage to publish school magazines but weekly newspapers and bulletins are not very common. Table 28 gives the same information with the percentages.

TABLE 28
SCHOOL PUBLICATIONS IN SECONDARY SCHOOLS
N = 83

Publications	F.	%
School magazine	53	63.9
Weekly newspaper	2	2.4
Bulletin	2	2.4
Others	6	7.2
No Ans.	20	24.1
Total	83	100

Physical Education:

Physical Education has received considerable importance in the secondary schools of West Pakistan. It has been included in the daily schedule of the school program; Table 29 shows that hours provided for physical education in daily schedule vary for juniors (class VI to VIII) and for seniors (class IX to XII).¹

¹. According to the new curriculum^a, secondary education is divided in three stages. Middle stage VI to VIII (student ages 10 - 13), Secondary stage IX to X (student ages 14 - 15) and the Higher secondary stage XI to XII (student ages 16 - 17).

^a. Govt. of Pakistan, Report of the Curriculum Committee for Secondary Education, Ministry of Education and Information, Rawalpindi. (Oct. 1960), p. 12.

TABLE 29

PERIODS FOR PHYSICAL EDUCATION IN DAILY SCHEDULE
N = 83

For Junior Classes	F.	For Senior Classes	F.
1 - 3 hrs. per week	49	1 - 2 hrs. per week	43
4 - 6 hrs. per week	27	3 - 4 hrs. per week	31
6 - over hrs. per week	2	4 - over hrs. per week	2
No Ans	5	No Ans.	7
Total	83	Total	83

Out of eighty-three principals, 61 (73.5%) of the principals employ specially trained teachers for the undertaking of physical education and 21 (25.3%) of the principals conduct the physical education under the sponsorship of any teacher who is not trained specially for physical education. One of the principals himself takes the responsibility of physical education.

Financial Allowance for Extra-curricular activities:

The financial allowance for the extra-curricular activities should be made beforehand. Sometimes it is financed by students' contribution but it should when possible be supplemented by the school budget. Table 30

shows that 62 (74.7%) of the principals make a financial allowance for activities from the school budget and 12 (14.5%) of the principals do not make any allowance from the school budget and 9 (10.8%) of the principals did not answer this question.

TABLE 30

PROVISION OF FINANCE FOR ACTIVITIES IN THE SCHOOL BUDGET
N = 83

Q. "Do you receive any financial support in the school budget for these activities?"

	F.	%
Yes	62	74.7
No	12	14.5
No Ans.	9	10.8

The amount of funds for social activities from the school budget varies from RS. 50 to more than RS. 200 per year. Those who check-marked for more than RS. 200 per year, specified that they provide 8 As. per month per-pupil. Table 31 shows the amount of funds with reference to the type of school i.e. aided and unaided schools in the sample.

TABLE 31

FINANCIAL ALLOWANCE FOR ACTIVITIES WITH
REFERENCE TO THE TYPES OF SCHOOL

N = 83

Type of school	50-100	100-150	150-200	200-over	No Ans.	T.
Aided	3	-	5	24	10	42
Unaided	-	3	5	25	8	41
Total	3	3	10	49	18	83

Guidance Functions of the Principal

The guidance practices in Pakistan are a recent development. It is encouraging to find that 33 (39.8%) of the principals arrange a regular guidance program and 41 (49.4%) of the principals have irregular programs for guidance (9, i.e. 10.8% did not answer this question).

Table 32 tests the hypothesis that regular or irregular guidance program has a relationship with the type of school (aided or unaided) in the sample, by χ^2 statistical method.

TABLE 32

THE TYPE OF GUIDANCE PROGRAM WITH REFERENCE
TO THE TYPE OF SCHOOL
N = 83

	Regular	Irregular	Total
Aided	20	17	37
Unaided	13	24	37
Total	33	41	74

$$x^2 = 2.676$$

$$dlf = 1$$

$$\text{Value of } x^2 = 3.285$$

Since the calculated x^2 value, 2.676 is less than the theoretical value (3.285) of the x^2 , at one degree of freedom, the hypothesis that there is a relationship between the type of guidance program and the type of school is therefore rejected.

Collection of Information about Students:

The guidance service can not be provided to children properly, unless the information about their interests, academic record, health, etc. is available. It is the duty of the principal to collect detailed information about individual pupils in the school. Table 33 shows that 66 (79.6%) of the principals collect information about each

child and 14 (16.9%) principals do not collect such information, while 3 (3.6%) of the principals did not answer this question.

TABLE 33

PRACTICE OF COLLECTING GUIDANCE INFORMATION
ABOUT EACH CHILD

N = 83

Q. "Do you collect the information about each child?"

	Yes	%	No	%	No Ans	%	Total
F.	66	79.6	14	16.9	3	3.6	83

Consultation Services for Pupils:

A principal should provide consultation services to the students whenever needed. Out of 83 principals, 72 (86.7%) of the principals allow the students to enter in the office, and give consultation services with regard to their problems, and the other 11 (31.3%) principals do not allow all the students to enter in the office, only senior students and monitors are permitted. It is interesting to note some general characteristics about these 11 principals. Table 34 shows that 6 of them are male and 5 of them are female principals; 8 of them have the degree of Bachelor of Education and 3 of them did not indicate their professional qualifications. A majority of these eleven principals have 1 - 10 years of teaching experience. And the age of these principals varies from 25 to 55.

TABLE 34

MAIN CHARACTERISTICS OF THE PRINCIPALS WHO DO NOT
ALLOW CHILDREN TO ENTER THE OFFICE

N = 11

Sex of the Principals	Male	Female				Total
	6	5				11
Professional Qualific.	B.Ed.	No Ans.				Total
	8	3				11
Teaching Experience in Years	1-5	6-10	11-15	16-20	No Ans.	T.
	4	4	1	1	1	11
Age	25-29	30-34	35-39	40-44	45-49	50-55 T.
	2	2	1	2	2	2 11

It is not always possible for the principal to provide regular guidance for students by him, because he has many other functions to perform. And because of financial difficulties, he can not afford to appoint a separate guidance-staff or trained counselor. Moreover, for a close relationship between instruction and guidance a program is needed in order to help the child in solving his problems. Keeping all these points in view, a group of students should be distributed under the guidance of each teacher. Table 35 compares the total number of students with the number of students under the guidance of one teacher.

TABLE 35

COMPARISON OF TOTAL No. OF STUDENTS WITH THE No.
OF STUDENTS PER-TEACHER IN THE
GUIDANCE PROGRAM

N=83

No. of Stud. per-teacher	200-400	400-600	500-800	800-over	Total
1 - 10	2	1	-	-	3
10 - 20	2	-	5	-	7
20 - 30	4	4	8	2	18
30 - over ...	4	3	6	4	17
No Ans.	10	7	11	10	38
Total	22	15	30	76	83

Table 36 compares the practices of the principals who claim to have regular guidance with those who do not have regular guidance program with reference to the number of students under the guidance of one teacher.

TABLE 36

COMPARISON OF REGULAR & IRREGULAR GUIDANCE SERVICES
WITH REFERENCE TO No. OF STUDENTS PER TEACHER.^a

N= 83

No. of Pupils per-teacher	Regular	Irregular	Total
1 - 10	1	1	2
10 - 20	5	-	5
20 - 30	12	4	16
30 - over	10	3	13
No Ans.	5	33	38
Total	33	41	74

a. 9 Principals did not reply whether they have any guidance program either regular or irregular.

Provision of Information:

It is a duty of the principals to provide confidential information about the students to the teachers concerned. The purpose of Table 37 is to test the hypothesis that the practice of providing a confidential information has a relationship with the type of guidance program.

TABLE 37
PRACTICE OF PROVIDING INFORMATION ABOUT STUDENTS
WITH REFERENCE TO THE TYPE OF
GUIDANCE PROGRAM
N = 83

	Yes	No	Total
Regular	26	5	31
Irregular	27	11	38
Total	53	16	69

$$x^2 = 0.094$$

$$df = 1$$

$$\text{Value of } x^2 = 3.285$$

Since the calculated x^2 value, 0.094, is less than the theoretical value (3.285) of the x^2 at one degree of freedom, the hypothesis that there is a relationship between the practice of providing information with the type of guidance program, is therefore, rejected.

Leadership in Parent and Community Relationship

The private institutions in Pakistan are very conscious of the parents' relationship with the schools. The information gathered from the questionnaires indicate that 78 (94%) of the principals provide information about school activities and progress of the school to parents.

Devices of Information:

The most common device of providing information used by the principals is Parent's Day. Some of the principals use a combination of several devices. Table 38 gives the frequency of the principals who have used the following means for providing information to parents.

TABLE 38
DEVICES OF INFORMATION USED BY PRINCIPALS^a
N = 83

Name	F.
Report on Parent's Day	48
School Bulletin	15
Publication of Report in Newspaper'	12
Progress - Report	26

a. Note that the responses total more than 83 because principals checked more than one device

Times for parents to visit the school:

The research also shows that a higher proportion of highly experienced principals do not have fixed times for parents to visit the school. Table 39 shows that one-half of the principals who have the experience of 1 - 6 years in the service said they have fixed times for parents to visit the school and half of them do not have it. But 9 of the principals out of 14 who have 10 - 12 years of experience do not have any fixed times and also the principals who have the experience of more than 12 years, 15 out of 20, do not have any fixed times for parents to visit the school.

TABLE 39

PRACTICE OF FIXING THE TIMINGS FOR PARENTS TO VISIT THE SCHOOL WITH REFERENCE TO THE YEARS OF EXPERIENCE OF THE PRINCIPALS

N = 83

Years of Exper.	1-3	4-6	7-9	10-12	12-over	Total
Yes	8	10	3	4	5	30
No	10	8	1	9	15	45
No Ans.	-	-	8	1	-	9
Total	18	18	12	14	20	82 ^a

a. One principal did not answer for the years of experience

The time given for parents visits in schools varies from one hour to more than five hours per month and four of the principals allow parents to visit the school at any time. Table 40 shows the frequency distribution of principals for the time given for parents to visit.

TABLE 40

TIME FOR PARENTS TO VISIT THE SCHOOL (HRS.PER-MONTH)
N = 83

Hours	1 - 2	3 - 5	5-over	anytime	No Ans.	T.
F.	7	19	18	4	35	83
%	8.4	22.8	21.7	4.8	42.2	100 approx.

Opinion about help of parents:

A closer relationship between school and parents can be maintained by accepting parents' help in school activities. It is found that 46 of the principals i.e. (55.4%) do not mind parents' help in school activities. Table 41 gives the information about this opinion with reference to professional qualification and sex of the principals, respectively.

TABLE 41

OPINION ABOUT PARENT'S HELP WITH REFERENCE TO
PROFESSIONAL QUALIFICATION AND
SEX OF THE PRINCIPALS
N = 83

	Yes	No	No Ans.	Total
Professional Qualifications				
C.T.	1	-	-	1
B.Ed.	8	45	2	55
M.Ed.	4	14	1	19
No Ans.	2	6	-	8
Total	15	65	3	83
Sex of the Principals				
Male	9	41	3	53
Female	5	25	-	30
Total	14	66	3	83

Parent-Teacher Association:

A majority of the principals said they had parent teachers associations; 46 (54.3%) of the principals have parent-teachers associations while 37 (45.7%) of the principals do not have them. Table 42 gives the same information about parent-teachers associations with reference to professional qualifications of the principals.

TABLE 42
PARENT-TEACHER ASSOCIATION
N = 83

	B.Ed.	M.Ed.	C.T.	No Ans.	Total
Yes	28	13	-	5	46
No	27	6	1	3	37
Total	55	19	1	8	83

School Library

The principals of West Pakistan acknowledge the importance of the school library in secondary education. All 83 schools represented in this sample have libraries in their schools. But only 31 (37.3%) of the principals have a library period in the daily schedule. The time

schedule for the students of class VI to VII, varies from 15 to 45 minutes, while for seniors (IX to X) from 30 to 120 minutes per week.

Supervision of the Library:

The majority of the principals place the teachers in charge of the library, very few place students in charge of it. Table 43 gives the same information about library supervision.

TABLE 43
THE OVERSEER OF THE LIBRARY
N = 83

	Teachers	Professional Librarian	Students	No Ans.	Total
F.	43	36	2	2	83
%	51.8	43.4	2.4	2.4	100

Administration of the Plant

In the non-government school, the Managing Committee or the Manager takes the responsibility of the selection of the building site and construction and/or selection, of school building. The principals are responsible for the full utilization of building facilities that are available.

Hence, only 25 (30.1%) principals were consulted by the building facilities. Fifty-seven (67.4%) of the principals replied that all the class-rooms are occupied during the school hours, and 25 (30.1%) answered in negative.

As far as the daily inspection of janitor's work is concerned, 66 (79.%) of the principals perform this duty regularly while 13 (18%) of the principals do not and 4 (3%) of the principals did not reply to this question.

Forty-three (51.8%) of the principals answered the question of space provided per-student in the class. It varies 1-1/2 sq. yards to 8 square yards per-student, or from 10 - 25 square feet per-student. This figure, i.e. 8 sq. yards per-student warrants careful examination. Perhaps these few (4 i.e. 4.6%) respondents erred in their replies or else very unusual circumstances prevail in a small number of secondary schools. At any rate the figure appears to be either an exaggeration or^a non-typical situation. This is because the cities Karachi and Lahore appear unable to provide such large space in secondary schools. Moreover even in the United States, modern specialists in education recommend 25 - 30 square feet per-student required space in class-room.¹

¹. Harl R. Douglass. Modern Administration of Secondary School. op. cit. p. 488

A SUMMARY PROFILE OF THE WEST PAKISTAN
SECONDARY SCHOOL PRINCIPAL

The official position of a secondary school principal is at the bottom of the administrative ladder. The principal and the directorate of education have no direct relationship to each other. A link between the two is maintained by the inspectors. In non-government schools all matters of policy are referred to the Managing Committee of the school.

The principals of private institutions are selected by the Managing Committees independently; the selected candidate is appointed on probation for six months; the minimum qualification being the first university degree with a degree in teaching. The majority of the sampled principals have a Masters degree in Arts.

The principal, as the present research shows, has had teaching experience before becoming a principal and he continues teaching while being a principal. There is no uniformity in the pay-scale and allowances in non-government schools; each school decides the salary of its principal depending on its financial conditions.

The principal is provided with an assistant headmaster and a clerk to help him in his office work and administration.

The principal is concerned with trained as well as untrained teachers in his school, so he applies many supervisory techniques for the improvement of instruction. He visits classes five to seven times per-month and gives fifteen to thirty minutes per visit, he arranges professional meetings six to seven times per year; he demonstrates teaching for the benefit of inexperienced and untrained teachers, and is ready to provide new material for instruction. He has no regular in-service program for the training of teachers and he does not hold post-visitation meetings very often. He spends more than four hours per week on his own professional studies.

With regard to the promotion of personnel relationships he believes in principal-teacher and teachers-teacher co-operation for the efficient administration of the school. He provides consultation service to the staff-members when it is needed and is generous in giving credit to the teacher's work. He sometimes arranges casual meetings with his staff at home.

With reference to curriculum-making, a Pakistani principal is responsible for the execution of the prescribed curriculum policy. He facilitates the execution of curriculum policy by discussing it with staff-members and gives some consideration to their suggestions. He is not free to change the curriculum and is not consulted by the

curriculum-formulating authorities. His choice for books is also limited to the prescribed list.

Extra-curricular activities are gaining importance in the secondary education. The principal considers it his own responsibility for the organization of these activities. He has a student-council in which all classes are represented; he holds the assembly daily for about fifteen minutes. The common activities organized in secondary schools of Pakistan are: athletic competition, essay competition, debates, social functions and the publication of a school magazine. He provides special periods for physical education in the daily schedule of the school program. A specially trained teacher undertakes this period one to three hours per-week for juniors and one to two hours per-week for seniors. The principal provides some allowance for extra-curricular activities from the school budget, he delegates the sponsorship of such activities to the teachers.

He has no specialized guidance services in his school. For the purpose of guidance twenty to thirty students are distributed to each teacher, information is collected about each pupil and provided to the teachers concerned. The principal himself offers counseling services to the students, if needed.

Teachers are in charge of the school library. No library period is provided for in the daily schedule. The

principal is also responsible for the full utilization of the building . All the classrooms are occupied during school hours and he inspects the work of janitors daily.

The information about the progress of the school is provided to parents on "Parents Day" and through report-cards. He may or may not have a parent-teacher association. Besides this, it is the duty of the principal to control the school in his charge, to maintain discipline amongst the staff and pupils, to see that all registers are regularly and accurately maintained, to keep strict account of all moneys and accounts entrusted to him. He is the sole authority in all academic matters relating to school, including class-promotions, time-table and assignment of duty to school staff.

CHAPTER IV

COMPARISON OF THE IDEAL ROLE OF PRINCIPALS AND THE ROLE PLAYED BY THE PRIVATE SECONDARY SCHOOL PRINCIPALS OF WEST PAKISTAN

The purpose of this chapter is to put together the main concepts of the ideal role of the principal as described in the second chapter, and the actual role played by the principals of West Pakistan as determined by the questionnaires, the results of which have been described in the third chapter.

The ideal role of the principal demands that besides his administrative duties, he must give due consideration to the promotion of personnel relationships in order to facilitate the achievement of the aims of education. He must be democratic in his practices and delegate responsibilities to staff-members with the conviction that their help is required for the smooth running of the organization.

It is very encouraging to note that the West Pakistani principals also consider that their job is not concerned merely with pure administration but also with the establishment of sound human relationships in order to achieve the

educational objectives of the organization. Fortunately, conditions seem to be improving very fast. Pakistan is rapidly moving towards democracy and educators are beginning to consider that for the sound development of democracy efficient administration and good leadership is needed. The affirmative responses to the question regarding the discussion of curriculum policy with teachers and consideration given to their suggestions are 66 (79.4%) and 62 (74.7%), respectively. Sixty-seven (80.7%) of the principals delegate other responsibilities to teachers, besides teaching. It shows that a higher percentage (78%) of principals consider the importance of teachers help for the smooth running of the school.

Supervision of Teaching

With reference to the ideal role of the principal it was said that supervisory services are needed by experienced as well as inexperienced teachers. The success of the supervision depends partly on the techniques employed by the principal. The application of these techniques differs according to the training and experience of the teachers, namely, for competent and well-trained staff the technique of demonstration, or face to face supervisory services may not be required, while for the new and inexperienced teachers this technique of supervision may be of great help.

The sample in the study has approximately equal number of trained and untrained teachers. The data gathered from the questionnaire show that the principals apply about the same techniques for supervision, as class-visits, post-visitation meeting and in-service program.

Class Visit:

The literature in this respect is mostly concerned as to how class-visits should be undertaken and of the importance of class-visits. It does not prescribe any optimum number of visits to be undertaken and how much time to spend in class-visits. However, it indicates that the amount of visits depends on the experience and training of the teachers; the time to be spent in the class per-visit depends on the purpose of the visit.

Information on Pakistani principals shows that 81 (97.6%) of the principals visit classes and 75 (87.9%) of the principals get an opportunity to visit the class from 5 to 7 times per month. The average time spent by sampled principals is 30 minutes per visit, but 24 (28.9%) of the principals spend less than 30 minutes per visit.

Post-visitation Meetings:

For the better performance of these duties, the principal must hold the post-visitation meeting in order to analyse the visit and guide the teachers towards improved performance.

The data shows that fifty (60.4%) of the principals hold post-visitation meetings.

Demonstration of Teaching :

The technique of demonstration is not commonly applied considering the fact that principals do not have the experience in teaching at all levels. If it is properly applied it is of great advantage for the inexperienced teachers.

Fortunately, the sampled principals are well-qualified and have gathered teaching experience for years, so the technique of demonstration is commonly applied. Sixty-nine (83.1%) of the principals apply this technique.

Provision of Instructional Material :

One of the important duties of the principal with regard to supervision is to provide new instructional material for teachers.

A high percentage i.e. 83.1% (69) of the principals said that they provide new instructional material for teachers.

Professional Faculty Meetings :

In order to stimulate the staff for achieving professional knowledge and discussing educational problems with them, it is appropriate to hold the professional staff-meetings often enough. The research does not specify as how many meetings are required for the better understanding of educational problems.

Pakistani principals arrange faculty meetings in which general educational problems are discussed. Forty-seven (56.6%) of the principals arrange these meetings less than ten times per year and 34 (40.9%) of the principals arrange it more than 10 times per-year.

In-Service Program:

An in-service program is required to keep the teachers in touch with modern research in education and to improve the professional skill of the teachers.

The in-service program is still not very common in West Pakistan. However, 50 (48.1%) of the principals have an in-service training program for teachers. The reason for not having any in-service program may be the lack of finances on the one hand and lack of training institutions on the other .

Professional Studies:

An efficient principal considers the improvement of professional skill as one of his duties and one of the ways for such improvement is to spend a few hours regularly on professional studies.

Pakistani principals also seem conscious of their responsibility towards their profession, since having a heavy load of teaching 43 (51.8%) of the principals spend 1 - 4 hours per-week on professional studies and 38 (45.8%) of the principals spend more than four hours per week on professional studies.

Promotion of Staff-Relationship

The establishment of personnel relations is an important factor in any administration, and it is required especially in educational administration as teachers and principal are the models for students to follow. The principal is successful in establishing sound human-relationship if he is aware of the fact that individual differences are found in the staff-members and each teacher has his (or her) own physical, social and psychological needs which have to be satisfied. The sampled principals also show leadership in personnel relations.

Belief in Teacher-Principal Co-operation:

As we said before, the principal must believe that teachers' co-operation is essential for the running of the school.

The Pakistani principal seems to be conscious of this fact and all of the principals replied in the affirmative for the question, "Do you believe that principals and teachers need to co-operate for efficient administration of the school?".

Consultation Services:

The principal must be considerate enough to allow the teachers to discuss their problems with him and help them in the solution of problems.

Eighty-one (97.8%) of the principals said that the

teachers were free to consult with the principals about various affairs and problems.

Delegation of the Responsibility:

The literature shows that better relationships are promoted if the principal delegates some of his responsibilities to the teachers.

Sixty-eight (81.9%) of the principals take the help of assistant headmasters or vice-principals in school administration and sixty-seven (80.7%) of the principals delegate different responsibilities of social activities to the teachers.

Staff-Meetings:

The staff-meetings plays a role in maintaining a good relationship among principal and staff-members and among staff-members themselves; as it gives them a chance to discuss many problems together, and reach a common agreement. No indication of an optimum number of staff-meeting is made in chapter II. It only states that "the general rule is to have meetings often enough to provide for prompt consideration of urgent problems. Yet not too often to occasion meetings when there is nothing for the meeting to do".¹

The information gathered from West Pakistani principals shows that 81 (98.8%) of the principals hold staff-meetings and 36 (43.3%) of the principals hold the

¹.Above, p.12

meetings once a month, while 46 (55.4%) of the principals hold the meetings more than once a month.

Keeping the Records of Meetings :

It is advisable for the principal to keep the records of previous meetings as what has been discussed and what problems were raised in that meeting. This helps in arranging a program for future meeting.

The data shows that 66 (79.5%) of the principals keep the records for meetings. No information is available as to whether this practice serves the purpose.

Credit to Others :

Every individual has a need for self-recognition. Hence principals must be generous enough to give due recognition and credit to the work done by the teachers.

Seventy-nine (95.2%) of the sampled principals give importance to the need for self-recognition of human-beings by giving credit to the teacher's work.

Casual Meetings :

Casual meetings help the teacher and principal to develop better understanding. The principal can provide such opportunities by inviting the teachers to his home and provide a free atmosphere for the frank discussion on the school problems.

From the sampled principals, only one principal always provides this opportunity, while 54 (65.1%) of the

principals invite them sometimes and 26 (31.3%) of the principals never invite them.

Besides this, the principal must understand the psychology of the teachers. He must try to develop a sense of belongingness and security in the teachers. It is difficult for the sampled principals to promote such feelings as in private institutions, "the teaching staff is always changing", and there is little security of service for staff-members. Moreover, the teachers are finally employed by the Managing Committee and "sometimes", one principal commented, "he has to put up with some undesirable members of the staff".

Leadership in Curriculum Planning

The educational system in Pakistan, has been re-organized since 1958. "The task of formulating the curriculum is to ensure full development of individual and maximum advancement of the society".¹ Pakistan has a centralized system of education. The Board of Secondary Education, or recently the National Committee for the curriculum is responsible for organizing the curriculum policy for secondary education. And it is believed that it " is expected to meet the needs of all parts

¹ Govt. of Pakistan, Report of the Curriculum Committee for Secondary Education, Ministry of Education and Information Rawalpindi Op cit. p. 13.

of the country."¹ The code of Karachi region specifically states that all the schools must follow the prescribed curriculum policy,² and even for changing books, they are supposed to be selected from the prescribed list.³ The National Committee for Curriculum gives some margin for changes in curriculum according to local needs.⁴; but it is a long procedure of getting permission for modifications from the Directorate and many managing committees do not bother.

On the other hand, for the ideal duties of the principal with regard to curriculum, we assume a sort of independence on the part of principal in order to consider the philosophical, psychological and social basis for curriculum changes.

It is said that "the principal must be a member of the organizing committee and his opinion should be given a considerable weight in the matter of selection of studies."⁵

1. Ibid. p. 18

2. Govt. of Pakistan, Secondary Education Code, Directorate of Education . Karachi, Chap. ii. article 33, p.3

3. Ibid. p.9 and p. 14

4. Report of the Curriculum Committee for Secondary Education, op. cit., p. 19

5. Above, p. 16 .

The data gathered from the questionnaire show that 47 (56.6%) of the principals were consulted by the authorities who formulate the curriculum, and 23 (27.7%) of the principals claim that a careful consideration was given to their opinion, 35 (42.2%) of the principals said sometimes and 18 (21.6%) of the principals said no. These results are again a bit surprising. The National Curriculum Committee consists of educational officials appointed at higher level of education or Board of Education. The list of the people with whom the curriculum committee had the benefit of consultation do not give any name of the secondary school principals.¹

The literature indicates that in the organization of the curriculum, different needs of the pupils should be considered and accordingly a portion for core-curriculum is to be provided with increasing opportunities for variable subjects at higher stage of secondary education.

The secondary education curriculum of Pakistan, considers the common and individual needs of the pupils. The large number of compulsory subjects are offered at the middle stage but at secondary stage more provision is given for elective subjects, "as pupils aptitude has been

¹. Report of the Curriculum Committee for Secondary Education.
op. cit., pp. 3 - 4

considerably stabilized and he is able to select courses of study according to his aptitudes."¹

The teachers' contribution in the construction of curriculum facilitates the execution of policy and helps the teachers grow professionally. Pakistan's centralized system of education does not give any allowance for secondary school teachers' participation in the formulation of curriculum policy. However, the principals discuss the curriculum policy with the teachers and ask for their suggestions. This facilitates the execution of the policy.

Direction of the Social Life of the School

The modern trend in education gives nearly equal importance to the extra-curricular activities in the educative process. For it helps pupils to grow socially and physically.

The kinds of activities concerned with the co-curriculum are student-council, school publications, assembly, athletics, debating social entertainment, etc.

Without any doubt, in many schools of Pakistan, more emphasis is given to intellectual development than to the social and emotional development of the child, but it is the duty of the principal "to arrange for the games and

¹ Govt. of Pakistan, Report of the Curriculum Committee of Secondary Education, op. cit.: p. 24

and extramural activities,"¹ and the sampled principals obviously organize the program of social activities which includes student-council, assembly, athletic, debates, etc. Student-Council:

The student-council is a body of representative students who help in maintaining general discipline in the school and takes on the responsibility of the social life of the school to a great extent. The student-council is more successful if it consists of the representatives from each class.

Sixty-six (79.5%) of the sampled principals have student-councils and 64 (77.1%) of the principals said that all classes are represented in the student-council.

School Assembly:

The present research also shows that the practice of organizing assemblies is very common but some of the principals still use it merely as a place for general announcements or as a religious meeting rather than for the purpose of imparting additional knowledge or building attitudes.

The time for assembly varies with its program, but generally it should not be less than 30 minutes nor more than an hour.² Those who have daily assembly periods in

1. "Code of Secondary Education for Karachi", op. cit., p. 14

2. Paul B. Jacobson et al., The Effective School Principal in Elementary & Secondary Schools, (Prentice-Hall, Inc., New York, 1959), p. 343

their schedule allow 15 minutes which is not sufficient to carry out a successful program.¹

The present research shows that 14 (16.8%) of the principals hold the assembly weekly and 65 (78.3%) of the principals hold it daily, the majority (83.2%) i.e. 54 of which arrange it only for a few minutes. The reason for providing such a short time for assembly may be because many schools in Karachi and Lahore are working on a double shift basis, so they can afford only four to five hours per shift.

School Publications:

The school publications are a medium between the principals and the administrative staff, and between the community and the school. Every school must have some sort of publication to serve this purpose. In 54 (63.8%) of the sampled schools, school magazines serve this purpose to an observable extent.

Physical Education:

The importance of physical education has already been acknowledged by including it in the daily schedule. The periods reserved for the physical education in the schools represented in the sample seem quite reasonable. The majority of the principals (61, i.e. 74.7%) place specially trained teachers in charge of physical education for students. But

1. J.B. Edmonson et al. The Administration of Modern Secondary School. (New York: The MacMillan Company, 1951), p. 291

many principals state that they do not have any playground, so it is difficult for them to arrange suitable games for the physical development of children.

As far as the delegation of the responsibility of extra-curricular activities is concerned, the principals of Pakistan are reasonably careful. Sixty-seven (80.7%) of the principals delegate the responsibility to the teachers. It is the duty of all members of the staff of a school to take a keen personal interest in all activities that tend to develop the physical intellectual and moral development of all pupils, in the school games and in the general conduct of the pupils outside the class-room.

Guidance Functions of the Principals

The society of Pakistan is in a transitory period where values are changing. Here, youth is faced with the dual system of values and morals. Education itself is no longer restricted to a particular class. Students from different socio-economic backgrounds are attending schools. And the introduction of new curriculum in the secondary schools which offers a variety of subjects for pupils' choice makes the need for guidance more urgent.

In Pakistan, guidance practice is a very recent development in the educational program of the schools. It was only in 1962, that a section for counseling and guidance was opened in the Directorate of Education in Karachi, in

which two male and two female officers, each were attached to all government schools.¹ Hence, without any governmental help in this respect, the initiative taken by private institutions is encouraging as the majority (74, i.e. 89.1%) of the principals do provide the guidance services to their students either regularly or irregularly.

Counseling Services for Teachers:

By providing counseling services to the teachers, the principals can facilitate the guidance services for students by staff-members.

The data show that 81 (97.5%) of the principals said that they provide counseling services to the staff-members whenever is required.

Guidance of Students under Teachers:

In order to establish a reciprocal relationship in between guidance and instruction, the principal must delegate the responsibility of individual counseling to the teachers. This is important as it involves all the staff-members in the guidance program. And it is the duty of the principal to help the teachers in getting required information about the child.

¹ Perveen S. Hussain. "The Need for Guidance in the Private Elementary Schools of Karachi" (unpublished M.A. Thesis, Dept. of Edu., American University of Beirut, 1964), p.16

The present study shows that 45 (54.2%) of the principals distribute a group of students under the guidance of each teacher, and 66 (79.6%) of the principals collect the information about students while 55 (66.2%) of the principals provide the information to the teachers concerned.

In spite of all this, a well-organized guidance program is not widely provided. The main difficulties faced by the principals in this respect may be lack of funds, lack of co-operation from parents, lack of proper training and experience of teachers and lack of psychological tests for knowing the individual personality of the child. "The main problem", as one principal said, "is to understand the habits, the home environment and the private associate of students". Despite the best effort and occasional meetings of parent-teacher association, the response from parents is not very encouraging. The cause for such an un-co-operative attitude on the part of parents is that they have no time to spare and also because of "the feeling that this program is an invasion of their privacy".¹ The other principal points out one more problem that "there is a sharp contrast between the school and the home atmosphere, with the result that our efforts do not bear as much fruit as we want".

Sometimes, the principal himself has to provide guidance services to the pupils. He must be well-informed

¹. Ibid., p.17

with guidance techniques and must always be ready to give sympathetic guidance to the students.

Out of 83 principals, 72 (86.7%) allow the students to consult the principals about their problems and 11 (13.3%) principals do not allow all the students to enter in the office, only senior students and monitors are permitted. All the principals teach and come in direct contact with pupils, yet they seem to be less concerned with their personal problems. A distant relationship is maintained between the principal and pupils. Such a relationship may be attributed to the authoritarian culture which still demands the traditional respect on the part of pupils, the extreme disciplinary policy on the part of the principal. Moreover, with an increasing number of students in an institution, it is difficult for principals to maintain personal relations with pupils.

However, the information indicates that the sampled principals have taken some sort of initiative in the guidance program.

Leadership in Parent-Teacher & (Community) Relationships

A principal must understand the importance of parents co-operation in the management of the school. The leadership of the principal in this respect, is a pre-requisite for the smooth running of an organization. Besides, for the

better physical, emotional, social and intellectual development of children, the co-operation of parents is required by the educational organization.

Provision of Information :

The principal must initiate his leadership by providing correct information about the school through certain devices; like news-paper publicity, bulletin to homes, radio broadcast, social functions, displays, exhibits and public performances.

The information available about the duties performed by Pakistani principals, indicates that 78 (94%) of the principals provide the information to the parents. The resource used for the provision of information are limited to reports on Parent's Day and Report-cards of students. The reason for this may be that the principals are not aware of the media and even if they are no incentive is provided by the Managing Committees to use them as it will be an additional demand on the budget.

Personal Contacts :

As we said before, the principal must try to keep as many personal contacts with key people and organizations of the society in order to get general opinion on the matters of school policy. Pakistani principals do not perform this duty very satisfactorily. A Pakistani Secondary School principal is over-burdened with his own financial and social

problems. He has no time for such contacts as he has other jobs to undertake after the school.¹

Provision of Parent-Teacher Meetings:

The principal must try to provide an opportunity for teachers and parents to meet and develop close contacts with each other for the benefit of the children.

Forty-three (51.8%) of the principals have fixed times for parents to visit the school and four of the principals always welcome the parents at school; and 46 (54.3%) of the principals have parent-teacher association.

In spite of all such efforts on the part of principals the response from parents is very poor. The principals complained about parents' un-co-operative attitude in these words. "In our country we do not get any co-operation from the society and most of the parents are not at all interested in the affairs of the school and education of the children. Some of the parents are so ignorant about the education of their children that they do not know in which class their child is studying". "The greatest problem is that majority of the parents of our students are illiterate, they do not seem to realize in spite of my persistent efforts, their responsibility towards the training of their children on sound lines". "Majority of the parents exercises little control

¹ Lily Khan, "Selection and Training of Secondary School Principals in East Pakistan". (unpublished M.A. thesis, Dept. of Edu. American University of Beirut, 1959), p.11

over the activities and conduct of their children outside the school hours. This proves a serious hinderance in raising the moral and social level of pupils".

These statements indicate a very un-co-operative attitude of parents towards the school. In such a situation it is difficult to use the community as a resource for the school.¹

The School Library

The responsibility of the principal with regard to the school library is extensive.

The increasing importance of the library in modern methods of education demands a professional librarian who is specially trained for this purpose. Thirty-six (43.4%) of Pakistani principals place the professional librarian in charge of the library. Forty-three (51.8%) of the principals, perhaps because of financial difficulties or the inaccessibility of a trained librarian, place the teachers in charge of it. It would have been a good opportunity for establishing a close contact in between the library and the class-room but unfortunately the importance of the library is not considered by the sampled principals and majority (51 i.e. 62%) of them do not have any library period in the daily schedule in order to stimulate the students for further knowledge.

¹ Harold G. Shane, op. cit.: p. 193

The literature does not show any optimum number of library periods to be included in the schedule. The sampled principals who provide some fixed times for the library in their daily schedule take the grades of student into consideration. They provide 15 to 45 minutes for middle classes (class V to VIII) and 30 minutes to two hours per-week for secondary classes (class IX to X).

The main cause for such ignorance on the part of administration, with regard to the school library, might be that the old system still prevails in many schools of Pakistan and teaching-learning process is still limited to the use of text-books. Moreover, the Managing Committee considers it an additional demand for expenditure. Hence, the duties performed by Pakistani principals in this respect are limited.

School Plant

Very few buildings represented in the sample have really been built for the school purpose. Otherwise, the schools are run in rented buildings which hardly serve the purpose of good school buildings. The principal has no say in the selection of site and size of the building, unless he himself is the Manager of the school. There are very few schools which have all the special required rooms like library, lunchroom, laboratory, study hall, etc.

Generally the schools are over-crowded.

The functions with regard to the maintenance of building and utilization of facilities answered by principals are satisfactory.

The second chapter deals with as how these duties regarding the supervision of instruction, promotion of staff-relationship, guidance, functions, etc., should be performed. It is also said that for doing justice to such a profession, the person must have some desirable personal qualities, experience and training which enables him to stand as a competent principal. Quite a few sampled principals have extensive experience in teaching and also in the principalship. At present nothing could be said about the personal qualities of the Pakistani principals.

The above discussion reveals that it is difficult to have an appropriate comparison as the ideal role of the principal considers the qualitative aspect of the functions of the principal. But, on the other hand, the present research gives information on the quantitative aspect of the duties performed by the principals. So it is difficult to pass a judgement that Pakistani principals are doing their job better or worse.

CHAPTER V

CONCLUSION

The present study deals with the functions of the principal as an educational leader which includes supervision of teaching, curriculum-making and over-seeing the school-library; as an organizer of extra-curricular activities; as a leader in promoting human-relationships which include staff-relationships, parent-teacher relationships and the guidance of students, and the functions related to the administration of physical plant.

From the foregoing discussion it is concluded from strictly a quantitative point of view that inspite of formidable difficulties like low school budgets, lack of co-operation from parents, over-interference of Managing Committees in the administration of schools and with principal's own financial and social problems, the Pakistani principals appear to be active in establishing sound human-relationships and improving instruction.

An effort was made to compare the actual role played by Pakistani principals, which is determined by the questionnaire results, with the concept of the ideal role of a secondary school principal. It is found that Pakistani

principals are much closer to the ideal principal in respect of the supervision of teaching, promotion of staff, relationship and in the organization of extra-curricular activities to a lesser extent. The differences are found in curriculum-making, guidance, the school library and the administration of the plant.

This research also shows that male and female principals have nearly equal academic and professional qualification, and no evidence is found to show the differences in their practices. It implies that Pakistani women are equally capable of maintaining the position of principalship.

We can also conclude that the type of school, aided or unaided, does not effect the practices of principals with reference to the regular or irregular guidance services and amount of allowance provided for social activities from the school budget. But a tendency for change is found in newly experienced male principals in unaided schools.

The professional qualifications of the principals did not show any relationship to the job done by principals in the field of supervision, curriculum-making and parent-teacher relationship.

A few suggestions for further improvement of the job of principals about their recruitment, are made in the following pages.

The principals occupy an important position in the society as upon them depend the quality of future national leaders, university students and efficient labourers. The principal must command social prestige by his personal character and the honest performance of his duties. Pakistan, as any other country, needs the educational administrator who has a real spirit and who can do justice to his job; a person who is capable of maintaining interest for further knowledge of and improvement in his subordinates; one who is aware of the importance of individual capacities of students and teachers in the process of education; one who is aware of educational developments and changes in the other countries with their causes and consequences, so that he would be able to analyse those changes in the light of local situations. The principal must be able to bring the school and community closer to each other. He must be well-prepared to carry out all these responsibilities with an intensive interest throughout his professional life. Hence, the professional skill of the principal requires special abilities of manager, director and a leader with strong moral character. These abilities and character could be developed through proper training.

It is suggested that training colleges must take proper care of future administrators. They must provide a program of studies for those students who show an aptitude

in leadership and management. This program besides the required educational courses, must include courses mainly concerned with educational administration, like basic principles of administration, school management with training in office work, human-relationships, community and school relationship, comparative study of educational administration and courses in guidance and sociology. Sufficient time must be provided to cover all these courses with practical work in this field. It would be better if future principals cover all the required courses of education with one course of administration for their Bachelor of Education degree and in the years of study for Master's degree, they should concentrate on those special courses which are meant to develop administrative skill with educational leadership. Besides all their theoretical knowledge, practical apprenticeship is required to attain professional skill. They must be required to observe and work as a principal for a few months in the preparatory school, before they get a degree of Master of Education in Administration. It must be realized that the principalship itself is a profession and needs a preparation analogous to other professions.

To meet the urgent need of efficient principals, it is suggested that in-service programs for the further training of principals who are already in the profession should

be provided.

More often the principals of secondary school are recruited on a seniority basis, and one must support the recommendation made by National Education Commission Report¹ that young people must enter this profession, so that they will be more flexible in the execution of their policies and they will remain in the profession for a longer time before retirement. The other suggestion in this respect of recruitment is based on the fact that in non-government schools the Managing Committees make the selection of principals. Their judgment may be wrong, but there are more chances of better selection if the Director of Education or Board of Education takes this responsibility.

The principals must be given all the responsibilities and authority that are maintained by other principals in other countries. The Managing Committee must restrict its responsibility to the financing of the institution unless the members of the committee themselves have an extensive knowledge in educational administration. A certain amount of independence on the part of the principal is needed so that he will be able to carry out his responsibilities without much interference of the Managing Committee.

The financial position of the principals is not

¹. Govt. of Pakistan, National Commission Report on Education, Ministry of Edu. - Karachi, p. 324

promising, and they are often forced to find some extra source of remuneration to meet expenses. It is an accepted fact that any person is likely not to be successful in his profession unless his economical and social needs are satisfied. The salary of the principal must be sufficient to enable him to maintain the same standard of living as any equivalent official in other fields. It is suggested that the minimum limit of basic scale of pay, set by the code of education must be raised up from RS. 250 to RS. 500 per-month with an annual increment of RS. 50. Housing and conveyance facilities should be provided to the principal so that he will be able to concentrate on his professional studies.

The present study has opened many possibilities for further research in administration. Each sub-heading of the present study like, supervision of teaching, parent-teacher co-operation, library, guidance, etc., itself needs a detailed research with reference to Pakistan. This detailed research must cover qualitative as well as quantitative aspect of the functions performed by the principals in that field. Moreover, the research along the following lines, should help in understanding the educational administration and school management in Pakistan.

A comparative study of the functions performed by secondary school principals of East and West Pakistan. The present questionnaire could serve the purpose for carrying

out a similar study in East Pakistan, so that results could be compared and correlated;

➤ A comparative study about the conditions of the job and functions of the school principals in rural and urban areas of Pakistan;

A further research in the literature of the effective principal is required to determine the quantitative aspect of the functions in each field, for example the optimum number of class-visits, time spent in class per-visit and professional meetings, etc.

APPENDIX A

Date

Dear Madam / Sir,

I am writing a thesis entitled "A Study of the Functions of Private School Principals of West Pakistan" in partial requirement of M.A. course in the Department of Education of the American University of Beirut. And I shall be very much obliged if you please extend your co-operation by filling in the attached questionnaire. It is very important that the information furnished with the questionnaire is accurate, otherwise it will defeat the purpose. It shall only be used for the purpose of conducting the research and shall be kept in strict confidence. It is hoped that this study will give an idea of the ideal functions of the modern secondary school principal.

If you would like to receive an abstract of the completed study for your files, please fill out and remove the final sheet and send it to me under separate cover.

Please return the questionnaire before or by the 30th of March.

Thanking you.

Yours sincerely,

Amatul Aziz

P. O. Box 236/1129
American University of Beirut,
Beirut - Lebanon.

QUESTIONNAIRE FOR THE PRINCIPALS

Please supply the following information concerning your job and yourself.

I General Information

Please check mark () the related answer.

1. Sex : _____ Male _____ Female _____

2. Age _____ years

3. Academic qualifications Inter _____ B.A. _____ M.A. _____

4. Professional qualifications C.T. _____ B.Ed. _____ M.Ed. _____

5. Length of service as a Principal: 1 to 3 years _____

4 to 6 years _____

7 to 9 years _____

10 to 12 years _____

More than 12 years _____

6. Length of service as a teacher prior to the appointment as Principal : 1 to 5 years _____

6 to 10 years _____

11 to 15 years _____

16 to 20 years _____

More than 20 years _____

* 7. Previous jobs held

8. Type of school (check one from each category)

a. Aided _____ Unaided _____

b. Boys _____ Girls _____ Co-education _____

II. Supervision of Teaching

1. Number of teachers in your school (Fill in the space)

Trained Teachers _____ Untrained Teachers _____

2. How often do you have an opportunity to visit the Class?

(Check () one of the following)

1 - 4 periods per month _____

5 - 7 periods per month _____

8 - 10 periods per month _____

More than 10 periods per month _____

3. How much time do you spend in class? (Check () one of the following)

5 - 15 minutes per visit _____

15 - 30 minutes per visit _____

30 - 45 minutes per visit _____

45 - 60 minutes per visit _____

4. Do you hold post-visitation meetings with teachers? (Check () one)

Yes _____ No _____ Sometimes _____

5. How often do you hold faculty meetings in which general educational problems are discussed? or in which lectures are given on educational problems? (Check () one)

1 - 5 times per year _____

6 - 10 times per year _____

11 - 15 times per year _____

More than 15 times per year _____

6. Do you demonstrate teaching for new and / or inexperienced teachers?

Yes _____ No _____

7. Do you provide teachers with material that contains new ideas of teaching?

Yes _____ No _____

8. How much time do you spend on professional studies?
Check () one of the following:-

1 - 2 hours per week _____

3 - 4 hours per week _____

More than 4 hours per week _____

9. Do you have any arrangement for any form of in-service training for your teachers?

Yes _____ No _____

10. Do you accompany the supervisor (inspector) to every class when he or she visits your school?

Yes _____ No _____ Sometimes _____

III. Promotion of Staff-Relationship

Check mark () the following:-

1. Are the teachers free to come and consult you about various affairs?

Yes _____ No _____

2. How many staff meetings do you hold per year?

1 - 12 meetings per year _____

13 - 15 meetings per year _____

More than 15 meetings per year _____

3. Do you keep record of your meetings? Yes _____ No _____

4. Do you sometimes invite the teachers to your home and discuss with them the problems and progress of school?

Never _____ Always _____ Sometimes _____

5. Do you believe that the principals and teachers need to co-operate more fully for efficient administration of education?

Yes _____ No _____

6. Do you find it easy to give others credit for their good work?

Yes _____ No _____

7. Do your teachers work co-operatively? Yes _____ No _____

8. Do your teachers sometimes gossip about each other?

Yes _____ No _____

9. If yes, does this gossiping interfere with their co-operation?

Yes _____ No _____

IV. Leadership in the Curriculum Planning (Check Mark () the following:-

1. Are you free to decide matters relating to

a. change in curriculum? Yes _____ No _____

b. choice of books? Yes _____ No _____

2. If the answer to the above is no, are you consulted by the authorities who formulate the curriculum?

Yes _____ No _____ Sometimes _____

3. Is her/his opinion carefully considered?

Yes _____ No _____ Sometimes _____

4. How much consideration is given to the teachers' suggestions in this respect?

Some _____ Much _____

5. Do you discuss the aims of curriculum with your teaching staff?

Yes _____ No _____

V. Direction of the social life of the School

Check mark () which is applicable

1. Do you think that the principal should organize the extra-curricular activities?

Yes _____ No _____

2. Do you have a student council? Yes _____ No _____

3. If yes, are all the classes represented? Yes _____ No _____

4. Do you hold an assembly for students? Yes _____ No _____

5. How many minutes per day or per week?

5 - 15 minutes per day _____ or 30 minutes per week _____

15 - 20 minutes per day _____ or 30-45 mins. per week _____

20 - 30 minutes per day _____ or more than 45 minutes
per week _____

More than 30 minutes per day _____

6. Does every teacher in your school have responsibility other than teaching?

Yes _____ No _____

7. Does the assembly provide a forum for imparting general knowledge and information?

Yes _____ No _____

8. Check () the social activities that take place in your school and double-check () which are most common in your school

a. Debates _____ b. Dramas _____ c. Athletic competition _____

d. Essay competition _____ e. Social Functions _____

f. Field trips _____

9. Do you appoint a staff sponsor for such activities or allow them to choose?

Yes _____ No _____

10. Do you receive any financial support in the school budget for these activities?

Yes _____ No _____

11. If yes, how much money per year?

Rs 50 - 100 per year _____
100 - 150 per year _____
150 - 200 per year _____
More than 200 per year _____

12. What school publications do you supervise?

School magazine _____ Weekly Newspaper _____

Bulletin _____ Other (Specify) _____

13. Who undertakes the physical education of students?

a. Principal _____ b. Special Trained Teacher _____

c. Any Teacher _____

14. How many physical education periods do you provide in the time-table per class?

For Junior Classes 1 - 3 hours per week _____
4 - 6 hours per week _____
More than 6 hours per week _____

For Senior Classes 1 - 2 hours per week _____
3 - 4 hours per week _____
More than 4 hours per week _____

VI Guidance Function of the Principal

Check mark () which is applicable

1. What is the total number of students in your school?

200 - 400 students _____ 400 - 600 students _____

600 - 800 students _____ More than 800 students
(Specify) _____

2. Do you collect the information about each child?

Yes _____ No _____

3. About what percentage of the students of your school can you recognize if you see them in the community?

1 - 20 per cent _____ 20 - 40 per cent _____

40 - 60 per cent _____ More than 60 per cent _____

4. Are the students free to enter your office and discuss with you matters concerning the school and themselves?

Yes _____ No _____

5. Do you have any program of counselling and guidance?

Regular _____ Irregular _____

6. If regular, how many students are under the guidance of one teacher ?

1 - 10 Students _____ 10 - 20 students _____

20 - 30 students _____ More than 30 students _____

7. Do you provide confidential information about the students to the teacher concerned?

Yes _____ No _____

VII Leadership in parents and community relationship

Check mark () the following:

1. Do you provide information about school activities and progress to parents?

Yes _____ No _____

2. If yes, through what devices?

a. School Bulletin _____ b. Report of activities on Parents' Day _____

c. Publication of Annual Report in Magazine _____ d. Other (Specify) _____

3. Is there any fixed time for parents to visit the school?

Yes _____ No _____

4. How many hours per month?

1 - 2 hours _____

3 - 5 hours _____

More than 5 hours _____

5. Do you mind if parents help in school activities ?

Yes _____ No _____

6. Do you have a parent-teacher Association? Yes _____

No _____

VIII School Library

Check mark () the following:

1. Do you have a library in your school? Yes _____ No _____

2. Do you have a regular library period in your time-table for each class? Yes _____ No _____

3. How many minutes per week?

For junior classes 15 - 30 minutes per week _____

30 - 45 minutes per week _____

More than 45 minutes per week _____

For senior classes 30 - 60 minutes per week _____

60 - 90 minutes per week _____

90 -120 minutes per week _____

More than two hours per week _____

4. Who is the incharge of the library?

a. Teachers _____ b. Selected library staff with a professional librarian _____

c. Students under direction of teachers _____

IX Administration of the Plant (Building)

Check () mark the following:

1. Did your employer consult you before selecting the site of the school?

Yes _____ No _____

2. If yes, did you take into consideration the following points? Mark ()

Distance from a. Traffic _____ b. Coffee houses _____
c. Sanitary places _____ d. Factories _____

3. How much space is provided per student in the class?

_____ square yards per student

4. Do you have a provision of other required rooms beside the class rooms? (Check mark which is applicable)

a. Study Halls _____ b. Library _____ c. Assembly Hall _____

d. Laboratories _____ e. Staff Room _____

f. Principal's Office _____ g. Health Office _____

h. Lunch room _____ i. Store room _____

5. Are all the class-rooms occupied during the school hours?

Yes _____ No _____

6. Do you inspect daily to check the work of janitors?

Yes _____ No _____

7. Do you have any arrangement of conveyance for the students who come from a distance of more than two miles?

Yes _____ No _____

X Making Daily Schedule (Time-table)

+

1. How many elective subjects are offered in your school?

None _____ 1 - 3 _____ 4 - 6 _____ More than 6 _____

+

2. How many sections does each class have? One Section _____

Two Sections _____ Three Sections _____ More than three Sections (specify) _____

3. † Do you have one or two activity periods in your timetable?

Yes _____ No _____

4. † If yes, how many?

One _____ Two _____ More than two _____

XI Planning the Year Work

Check mark () the following.

1. † Do you come to the school one or two weeks before the school begins?

Yes _____ No _____

2. † If yes, how many weeks before?

One week _____ Two weeks _____ More than two weeks _____

3. † Do you set the time-table of the yearly program of the school beforehand?

Yes _____ No _____

4. † Do you conduct the first day of the school as a usual day?

Yes _____ No _____

5. † Or do you face some confusion on the first day?

Yes _____ No _____

6. † Do you consult your employees before setting the yearly program of the school?

Yes _____ No _____

7. † Before the closing of the school for the year, do you perform the following work? (Check against the relevant item)

() a. The financial statement with staff members is cleared

() b. The keys of lockers and registers with complete work of attendance and marks (grades) are demanded from the staff members.

() c. A list of required books and other instructional equipment is taken for their specialized subject.

() d. Postal addresses of staff-members are registered.

The following information is supplied to the authorities concerned;

() i. Financial statement

() ii. Recommendation for new teachers

() iii. Improvement of building and other aspects.

() iv. Appointment of janitors to look after the building and garden during the holidays.

XII General Background

1. How did you secure your present position? Check () answer.

- a. Promotion from regular teaching status ()
- b. On the basis of academic qualifications ()
- c. On the basis of application and interview ()
- d. Preparation for the post ()

2. What is the scale of your pay? (Complete the blank space)

- a. Initial Pay Rs. _____ p.m.
- b. Annual increment _____ per year
- c. Maximum salary for your post Rs. _____ per month

XIII Conditions of Service

(Complete each blank space)

±
1. For your school, state the age of _____

- a. Voluntary Retirement _____ years
- b. Compulsary Retirement _____ years

±
2. Are you entitled to pension or benefits of provident fund after the termination of your service?

Yes _____ No _____

±
3. How much do you contribute to the fund? Rs _____ per month

±
4. How much does your employer contribute? Rs _____ per month

5. [#] How long is the period of your contract with school?
_____ years.
6. [#] Do you have an assistant headmaster or headmistress to help you in school administration?
Yes _____ No _____
7. [#] Do you have a clerk to help you in office work?
Yes _____ No _____
8. [#] Do you teach any subject ? Yes _____ No _____
9. [#] How many hours per week? 1 - 3 _____ 4 - 6 _____
More than 6 _____
10. [#] Any other specific duties that you perform as a principal?
Please mention the nature and character of your duty.
Please check mark () along side the items which you feel are true.
- () a. Principal does not have any say in the selection and promotion of the staff.
- () b. Principal is under-paid.
- () c. Principal is over-burdened with duties.
- () d. Principal does not have authority commensurate with responsibility.
- () e. Principal does not have any control over the financial budget of the school.
11. Please mention some other problems which you face in performing your duties as a school principal.

12. Please give your comments on the questionnaire briefly.

13. Any other information you may like to furnish.¹

Please cut off the portion below and mail it separately if you care to have an abstract of the study.

Date

Dear Miss Kazi,

I am a principal who responded to your questionnaire on the study of the functions of private secondary school principals of West Pakistan and would like to have an abstract of the study when it is completed.

Name:

Address (to which the abstract should be mailed).

1. Questions marked * are not analyzed in the text.
See above p. 34.

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