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### SCHOOL HEAD TEACHERS' SATISFACTION WITH CURRENT LEADERSHIP PERFORMANCE ASSESSMENT PRACTICES: A QUALITATIVE SURVEY IN SINDH, PAKISTAN

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#### **ABSTRACT**

The institutions need multi-level leaders which perform as middle managers and leaders as well. In this context, the educational institutions need leaders of the level which can take the institution to its maximum extent. This needs some leadership development exercises. The departments conduct some induction and formal piece of training for polishing leaders' leadership skills in the light of national and international standards so that better results could be yielded from the institutions. To check the performance of the school heads in the light of set standards, and the countries have policies for such purposes (Evans, 2013).

This research study intended to study " School Head Teachers' Satisfaction with Current Leadership Performance Assessment Practices: A Qualitative Survey in Sindh, Pakistan". The researcher had developed two research questions 1) Are the head teachers' experiences show satisfaction as a school leader at secondary and higher secondary levels in Sindh? 2) Are the headteachers satisfied with current leadership performance assessment practices in Sindh? The qualitative research method was adopted for the conduction of the research study. The survey design was used for data collection. The population of this study was the headteachers (Male/Female) of the public sector secondary and higher secondary schools of Sindh. Out of

six divisions, the researcher selected thirty-three percent of the divisions for the conduction of this research study. The sample for the qualitative data collection was ten headteachers, selected through a convenient sampling technique. The qualitative tool was an open-ended questionnaire, the data was analyzed thematically under their particular research questions. For referencing, APA style sixth edition was used in the research study. The results showed that the current situation was not encouraging in the number of areas such as lack of powers to the headteachers, insufficient resources in the schools, less support from the department, the headteachers could not perform well. They also showed concerns about their promotion criterion based on their seniority counted from the degree of B. Ed, the older the degree, the greater the chance of promotion, it depicts that, they are deliberately restricted to, for current knowledge in education. They also showed concern that there was no value for a higher professional qualification such as M. Phil or Ph. D for leadership positions. They also showed concerns for genuine reporting of ACRs. They also narrated that there was no constant working policy for their leadership performance assessment. This research study recommended that the headteachers should be given school-level powers with a counter check to have a balance in their actions so that they can satisfactorily run their institutions. This study also recommended that higher educational professional qualifications need to be considered along with other performance indicators for promotion to leadership positions. This research study also recommended that the authorities should design a working policy for head teachers' leadership performance assessment and reward and punishment may also be introduced on a merit basis without any biases. This research study recommends a provincial departmental promotional examination board (PDPEB) for promotions of deserving teachers by considering pre-set eligibility indicators for the leadership positions.

### **BACKGROUND OF THE STUDY**

Education is the mother field of all other fields of human activities. In education, educational heads have a great responsibility to lead their institutions towards the achievements of their pre-set educational goals. The educational institutes have different names according to their level and working practices. The school heads are known as headteachers, head Masters, or principals. It is of utmost importance for a headteacher that he/ she should deliver his/ her best to improve the academic performance of the school by using his/ her abilities, knowledge, and experiences. It is also important that there should be a check in the shape of the performance assessment, they perform in their schools. Performance Evaluation Reports, (PERs) and the Annual Confidential Reports (ACRS) are being used from 1974 to till to date without reviewing their contents whether the content included in the PER and ACR meet the requirements of the twenty-first century (GoS 1947). The prime objectives of the study were a) Explore satisfaction of head teachers' experiences as a leader in their schools at secondary and higher secondary level in Sindh, b) Explore headteachers satisfaction regarding their leadership performance assessment practices in Sindh.

### **RESEARCH OBJECTIVES**

1. Explore satisfaction of head teachers' experiences as a leader in their schools at secondary and higher secondary level in Sindh.
2. Explore head teachers' satisfaction regarding their leadership performance assessment practices in Sindh.

## RESEARCH QUESTIONS

1. Are the head teachers' experiences show satisfaction as a school leader at secondary and higher secondary levels in Sindh?
2. Are the headteachers satisfied with current leadership performance assessment practices in Sindh?

## REVIEW OF RELATED LITERATURE

### *Leadership Performance*

The school leadership performance is defined in different ways, in some of the researches, the emphasis on the responsibilities and some have discussed its dimensions from managerial to operational (OECD 2008). The responsibilities and the dimensions are synonyms to some extent if the meaning is taken inferentially. Day & Sammons, (2014) have talked about the leadership dimensions for successful leaders, the central point of the leadership dimensions such as the headteachers should ensure improved conditions for teaching and learning, re-design and enrich the curriculum, restructure the organization by redesigning roles and responsibilities, enhance teacher quality, build up relationships with outside the school community, enhance teaching and learning, and build relationships inside the school community. According to them, is to build trust by defining vision, values, and directions for the students learning, well-being and achievements, and high expectations.

But yet in Pakistan, no established policy is available to determine how the performance of the headteachers need to be assessed other than the policy of their routine promotions based on their seniority based on the degree of B. Ed and Annual Confidential Reports (Nasreen 2019), this is known as a current practice but the rules suggest that the promotions should be made on the recommendation of Departmental Promotion Committees (DPCs) based on seniority cum fitness and later on an induction training (Nooruddin and Bhamani 2019). The fitness is usually confirmed through ACRs. This practice is carried out for those who are promoted from followers grade to the leadership grades which is usually deemed as grade 17 (Gazzated), still, a portion of headteachers are appointed directly on the leadership positions, and their seniority is counted on their recruitment result position (GoS, 1947; SE&LD., 14th October 2014).

Having been no proper criterion the researchers based on headteachers' leadership performance are conducted differently, sometimes probing the areas given in the ACR and some time-based effectiveness of leadership styles etcetera. The research was conducted by (Khan, Saeed, & Fatima, 2009), had assessed the performance on the intermixed leadership skills to some extent available in the ACR and some extent out of the ACR areas, namely, leadership qualities, Instructional behavior, capabilities of interpersonal relation, professional attitude and managerial abilities. Their research results found the headteachers found weaker in the area of instructional behavior as compared to other areas (Khan, Saeed, & Fatima, 2009).

### ***School Leadership Standards***

The standards draw a road map for the practical performance of an individual to align his/ her activities to prove her/ his abilities at par level, the institutions require. In an educational setting, it is required that how much a school leader is capable of improving learners' achievements. The school leadership standards of qualities and values are interdependent and are very important for students' accomplishments. The emphasis of the standards is on the school leaders' administrative and management performance because the administrative and management role of the school leaders is of utmost importance in the effective development and functioning of the educational institution (Law & Glover, 2000).

### ***Importance of School Leadership Standards***

It is deemed that the standards are foundation principles of school leadership, the standards give direction to the school leader. The standards reveal the importance of school leadership at school levels. The standards are also deemed they provide the basis for the future planning of the school. It is also suggested that standards should not be static but those need to be reviewed and revised as time passes. Their implementation should be monitored and their influence on the instructions and practices of school leadership should be evaluated. The standards draw a clear picture of school leaders in terms of their leadership practices.

According to the Australian Institute for Teaching and School Leadership Standards AITSL, (2015) revised in 2019, the standards work as a facet to the school leadership in terms of educational administration and management requirements. The standards are about the uniformity of actions by the educational institutional leaders to be evaluated. The standards are the level of leadership performance where they can be assessed and evaluated. These standards are pertinent without discrimination of background and experience of a school leader.

The United States of America in NBPEA, (2015) has identified 10 meaningful standards for the school leader so that better results can be obtained from them. According to the NPBEA, 2015 a leader should have characteristics and abilities to know those standards, and those standards are well observed by them.

### ***Annual Confidential Report (ACR)***

The first part of the ACR contains personal information of the officers, who are being promoted to leadership grade 17. The second part of the ACR contains abilities that are evaluated by the reporting officers, those contain 1, intelligence and mental alertness 2, judgment and sense of proportion, 3, Initiative and drive, 4, Power of expression, a) write, b) speech, 5, ability to plane organize and supervise work, 6, quality and output of work, 7, perseverance and devotion to duty, 8, capacity to guide and train subordinates, 9, co-operate and tact, 10, integrity, a) intellectual, b) moral, 11, sense of responsibility, a) general, b) financial matters, 12, personality 13, 14, 15, 16, 17, are for noting of personal

observations from the reporting officers and are left un-written, 18, interest in social welfare, 19, interest in economic development, 20, behavior with the public, 21, the standard of living, 22, observance of security measures, 23, touring. The third part is about reported officers' comparison with other officers of the same grade (Perveen and Syed 2021).

## **METHODOLOGY**

The current research study was carried out through a qualitative research method and a survey design approach was adopted. The population of this research study was the headteachers of boys, girls, and mixed secondary and higher secondary schools of Hyderabad and Shaheed Benazirabad Divisions. For the sampling technique, the researcher used a convenient sampling technique for the selection of two Divisions of Sindh out of its six divisions. A sample of 10 headteachers (6 male and 4 female) was selected. The researcher then collected textual data from the sample with equal weightage from both administrative divisions. The researcher met with both of the Directors of the schools and got their written permission for data collection from the identified sample. The researcher then developed an open-ended questionnaire based on themes. The reliability and the validity of the questionnaire were ensured with the feedback of two experienced headteachers of Shaheed Benazirabad district. The collected qualitative data was gathered and analyzed in their prior set themes.

## **DATA ANALYSIS**

### ***Working Experience as a Head Teacher.***

In the response to the question, regarding their working experiences as a headteacher, respondent one responded that "This job requires present mindedness and the support of the community was also essential". Respondent two replied, "the headteacher should have good interpersonal skills to communicate with staff, students and parents". Respondent number three answered "I feel it difficult to deal in a democratic style" Respondent four replied that "it is challenging in many situations, they face officers, teachers, students, and their parents. He believed that competencies were required to deal with different situations". Respondent number five responded that "The department itself was facing difficulties it was why it was a tough job for the headteachers". Respondent number six responded, "This job requires wit and prudence to deal with different situations". Respondent number seven responded that "Yes it required day to day different decisions in different situations. It is because of shortage of funds, teaching, and non-teaching staff. Because of that schools face lower enrolment" The respondent number eight responded as "there were no issues it was satisfactory". Respondent number nine responded, "In present conditions, it is not easy to perform head teachers' responsibilities because of very least authoritative powers and least support from all corners". And respondent number ten responded, "Policy implementation deficiencies create problems for the headteachers".

### ***Understand the Leadership Performance of the Head Teachers at Secondary/ Higher Secondary School Level.***

In response to the question about their understanding about the lead performance in the school respondent, one responded “The headteachers are under considerable pressure because of multiple restrictions which lead towards poor performance in the school”. According to respondent two “Headteachers should develop school vision, learning environment and should have interpersonal skills to deal with stakeholders”. According to respondent number three “Headteachers need to be role models for the staff and students because it is a highly responsible position”. According to respondent number four, “He should possess a respectful position in the staff and others”. According to respondent five “There is poor performance as a leader at this moment in the schools by the headteachers”. According to respondent number six “It is overall functioning of school”. According to respondent number seven “Experience and skills are required for better performance in the school functioning”. According to respondent number eight “A headteacher needs to be sincere and honest in his/ her duties”. According to respondent number nine “Sincere working efforts are important for better performance”. And according to respondent number ten “It is to maintain policy and quality and standards in the school”.

### ***Leadership Performance of the Head Teachers, Assessed for Promotion to the Higher Grade at Present.***

In response to the question regarding their leadership performance areas for promotion to higher grade according to respondent number one, “Different techniques are used at present such as curriculum, instructions and assessment practices in the school”. According to respondent number two “They are assessed based on improved school performance, professional development of teachers and on the participation of parents”. According to respondent number three “Based on the implementation of policy measures, imparting quality education, improvement in teaching skills of teachers and record-keeping”. According to respondent number four, “Based on the implementation of policy measures, imparting quality education, improvement in teaching skills of teachers and record-keeping”. According to respondent number five “In the performance assessment seniority of the teacher matters on other indicators and the seniority is counted on the year of the passing of the degree of the B. Ed”. According to respondent number six “Enrolment and the SSC and HSC results and the management of the school with least support from higher authorities”. According to respondent number seven “The seniority and the ACRs”. According to respondent number eight, “Enrolment, teaching performance, and better academic results”. According to respondent number nine, “enrolments have no weightage in the performance assessment of headteachers at the time of promotion”. According to respondent number ten “School results and the teachers’ retention and their teaching skills. Implementation of policy measures, quality of education and record-keeping”.

### ***Leadership Performance Policies/ Procedures for Performance Assessment of the Head Teachers***

In the response to a question that was there any leadership performance policies/ procedures for leadership performance assessment of headteachers the respondent that “Implementation of policy measures, quality of education, improvement in teachers’ skills and record-keeping”. According to respondent number two “Policy measures are needed to assess leadership performance of headteachers”. According to respondent number three “Current policies are not good enough for performance assessment of headteachers”. According to respondent number four “No. I did not find any policy other than being senior in seniority list and the ACR is the only criteria”. According to respondent number five “In Sindh, the performance assessment of the headteachers is dependent upon ACRs”. According to respondent number six who responded “I am not sure about it”. According to respondent number seven “No viable policies and procedures other than a notification couple of years ago for the job description of headteachers”. According to respondent number eight “Yes, the performance of headteachers is checked through ACRs and PER”. According to respondent number nine “there is no single criteria known to headteachers for their performance assessment other than the seniority”. According to respondent number ten “No such indicators are made available by Sindh Government yet”.

### ***Know-How About the National Indicators/ Standards for Leadership Performance of Head Teachers***

In response to the question regarding know-how of the national indicators/ standards for leadership performance of headteachers, according to respondent one, “Improve school infrastructure, provision of missing facilities, safe learning environment, imparting quality education, better student learning outcomes, professional development of teachers, and implementation of curricular and co-curricular activities in the school”. According to the respondent number two, “School discipline, availability in the school and having multiple ways of knowing and thinking”. According to the respondent number three “None but indicators shown in the ACR”. According to the respondent number four “No proper indicator is set but a notification issued a couple of years ago regarding the job description of headteachers”. According to the respondent number five who responded as “No. I do not know”. According to respondent number six, “Impart quality education and reduce students’ dropout ratio”. Respondent number seven responded as “No”. According to respondent number eight “Access to quality education for each student, reduction in the dropout of the students, better relations with the community, and improvement of school infrastructure”. Respondent number nine responded as “Not sure”. And respondent number ten responded as “No. I did not go any such standards in Sindh”.

### ***Satisfaction with Current Leadership Performance Policies/ Procedures for Performance Assessment of the Head Teachers***

In response to a question about satisfaction with current leadership performance policies/ procedures for leadership performance assessment of headteachers in

Pakistan, respondent one responded “Yes I am satisfied”. Whereas respondents number two, three, four, five, eight, nine, and ten showed “dissatisfaction with the current policies”, and respondent number six responded as “No”. There is no respect of higher professional degrees”. And respondent seven responded “Still dis-satisfied but there is no proper policy for promotions based on indicators other than the seniority based on B. Ed and ACRs”.

***The Indicators/ Standards Mentioned In Annual Confidential Report (ACR) Are Satisfactory and Are Reported Genuinely***

It was asked from the respondents whether they are agreed that the indicators mentioned in the ACR are reported genuinely, the respondent one responded that “Yes agreed for the ACR indicators are satisfactory”. The rest of the respondents showed a bit of satisfaction with areas in the ACR but disagreed with its genuineness of reporting.

***The First Consideration for Leadership Position at Present Is Seniority Based On B. Ed or M. Ed than the ACRs***

In response to the question that the first consideration for promotion to a higher grade is B. Ed and the ACRs, respondent one responded as “Yes, agreed and also emphasized that B. Ed degree was enough for promotion to higher grade”. Respondents two and three also agreed with the current practices as was asked and answered as “Yes agreed, and also narrated that their seniority was counted from the date of result of B. Ed Degree. He feared that if changes are made the influential may be promoted to the higher grades based on nepotism and other reasons. Respondents four, five six, seven, eight responded that “Agreed and further confirmed that it is the practice at this time”. Respondents nine and ten “though agreed with current practice but showed concerns and helplessness that without this criteria as higher degrees than the B. Ed are not accommodated and other means may lead to nepotism and other ill practices. Even if the promotions are made on merit the authorities may still be blamed for ill intentions”.

***The First Consideration for School Leadership Position at Present Is ACRs than the Seniority with Older B. Ed and M. Ed***

In response to the question, the first consideration for school leadership positions at present is ACRs then the seniority, “all the ten respondents denied that it was not the practice. Respondent one had wished if it would have been so”.

***Brief Comments on the Performance Assessment Policies for Headteachers***

In response to a question that was to comment briefly on the head teachers' performance assessment policies, respondent one responded “Implement a coherent system of curriculum implementation, instructions, and assessment for the assessment of head teachers' performance”. Respondent two responded as “Unsatisfactory, policy measures are required”. Respondent three responded, “There is dire need of reforms for head teachers' performance assessment”. Respondent four responded that “Authoritative powers need to be given to the



headteachers. They need to be full-fledged in the decisions regarding their school matters including staff". Respondent five responded, "There are insufficient policies in this respect. Promotion criteria is different than the assessment of performance, it is based on seniority". Respondent six responded, "The only criteria for upper-grade promotions is the seniority based on the qualification of B. Ed. The higher professional degrees have no value". Respondent seven responded, "It is bookish and formal policies are being implemented for headers performance assessment because of various reasons". Respondent eight responded that "Current policy is about the high rate in enrolment, decrease in dropout ratio, and proper functioning of the school". Respondent nine responded, "The current practice is not good enough. Time is changed so the changes need to be made in the performance assessment of the headteachers". And Respondents ten responded that "Appropriate policy framework is missing for the assessment of head teachers' performance".

### *Findings and Discussion Based on Qualitative Data.*

The majority of the headteachers regarding their working experience as a headteacher expressed views such as it required present mindedness, interpersonal skills, different competencies to deal with different situations, it requires wit and prudence. They also showed some concerns and difficulties such as it is challenging to face different stakeholders, work with a shortage of funds, and being powerless. Whereas one of the headteachers said that it was satisfactory. These results confirm the results of a research study conducted by Shah, (2014), and DAHRI, (2015), who found that headteachers work under several restrictions not only by rules but also by pressure from the political representatives, bureaucracy, and teacher associations, the remedy to coup up with those situations the researcher narrated that the headteachers make situation demanding decisions according to their wit and prudence, they keep themselves in good relations with different stakeholders to run their schools smoothly.

In response to an understanding about leadership performance in their schools the headteachers were of the view that they are under considerable pressure because of multiple restrictions and the poor performance in the school is because of the number of reasons, the headteachers face. Some of them were of the point of view that headteachers should have a working vision for their schools, he/ she should be a role model for their teachers and staff, and he should have due respect among school staff, better functioning of the school and their sincerity and honesty towards their duties. The above narrations of the headteachers resonate with the findings study conducted by Kempa, Ulorlo, & Wenno, (2017), who have mentioned that headteachers/ school principals should have clarity about the vision of the school and the teaching and learning should be aligned with the vision of the school. But unfortunately, the headteachers in Sindh seldom develop a school vision or mission statement, they follow their vision and mission practice which work very little because of the least input of the school staff.

In contrary to existing policies and answers to the upcoming question, wherein the headteachers accepted that their performance is their seniority based on their

degree of B. Ed and in support to its actual performance is reported through ACR indicator. But the headteachers narrated that their promotion to higher grades is based on their performance, the majority of the headteachers believed that they are assessed based on school performance, professional development of teachers, implementation of policies, imparting quality education, and record keeping. Some of them believed that it is based on Board of Intermediate and Secondary Education (BISE) results and some thought that it is based on school enrollment. The responses from the headteachers give a vivid picture that they know very little about their performance assessment practices.

Regarding the availability and existence of head teachers' leadership assessment policies majority of the respondents believed that either there were no such policies or were not sure about it. Or policy measures were required as the prevailing policies were not good enough. Some of them narrated that their performance is assessed based on ACRs and their seniority. They also showed concerns saying that there were single appropriate criteria or the indicators available and it changed from time to time. These responses indicate that there is a dearth of school leadership assessment policies and procedures in Sindh (Sahito, 2019).

In response to their know-how of national indicators/ standards for their leadership performance assessment, the majority of the denied that they did not know about them, but still, some respondents had scattered views, they believed that to improve school infrastructure, provide missing facilities, impart quality education, implement curriculum, maintaining school discipline are the key indicators/ standards set for such purposes.

In response to their satisfaction with their current leadership performance assessment policies/ procedures, the majority of the respondents showed dissatisfaction whereas a small number of the respondents showed satisfaction saying that there were no policies other than the ACRs and seniority-based B. Ed degree. These results support the findings of the research study by (Khan, Saeed, and Fatima 2009; Nasreen 2019)

When it was asked from the respondents whether they are satisfied with the indicators mentioned in the ACR and its genuine reporting, the majority of the respondents showed their satisfaction with the indicators mentioned in the ACRs but showed dissatisfaction with its genuine reporting, the above concerns were also reported by (DAHRI, 2015).

In response to the question that the first consideration for their promotion was the year of the passing of B. Ed degree and the ACRs, the majority of them responded positively and commented that yes there is no value and weightage for the higher degrees such as M. Phil or Ph. D but yet it is good because otherwise influential may get out of turn promotions based on the reason of their better performance in the schools. This criterion for promotion to higher grade was also pointed by a research conducted by Nasreen, in 2019, in which she found that there were two ways of appointing headteachers on leadership positions those were direct promotion by the department based the seniority and the other, the direct appointment through provincial public service commissions

(Nasreen, 2019). Outer influence and involvement of the politics and the inside pressure was also pointed out by (DAHRI, 2015). In response to the question that the first consideration for their promotion was ACR and later on their seniority, almost all the respondents denied it (Khan, Saeed, & Fatima, 2009) had pointed out the same in their research study.

In response to their understanding of their school vision, mission, and core values, it is inferred that there are few schools where school vision, mission, and core values are set in written form but in the majority of the schools, the vision of the headteachers prevails. As the headteacher is changed/ transferred, the vision, mission, and core values of the school are changed several research studies suggest that the public sector schools in Sindh have no vision and mission statements (Ahmad & Ghavifekr, 2017). These results much resonate (Condon & Clifford, 2010), who along with American, Australian, and OECD standards have standards-aligned with them with emphasis that the performance of the school heads is assessed based on those standards. They further emphasized summative and formative performance as well.

The understanding of the headteacher regarding ethics and professional values, there was some mixed type of responses such as self-management, social skills, trustworthiness, respect within the community, inspiration and emotional skills, and maintaining school decorum. Whereas some of the respondents had explained ethics and professional values, it can be inferred from the above-scattered responses that the school heads need time to training sessions even for selected leadership skills. When the researcher wanted to confirm from the respondents about the last training they attended, the majority of the respondents did not respond to this question. It needs to be the concern of the policymakers to make sure that school leaders should go under training sessions that may even be for one day (Shah, 2014).

The head teachers' understanding about improvement, innovation, and change in their schools, it seemed that they were not much clear about this area. After all, their responses were not so aligned, because some of the respondents had given such as develop and improve leadership among teachers and students, change in behavior change in him/ herself with sincerity, time to time decisions and bringing positive changes. Some of the respondents defined it, Cohen-Vogel, Cannata, Rutledge, & Socol, (2016), suggested continuous training sessions for adaptation of knowledge and skills for teachers and the school heads.

In response to their understanding of school management, the majority of the respondents showed incomplete understanding. They responded as, fair solutions of conflicts between students, faculty members, and staff, managing internal and external pressure, responsibilities to teachers, and students to ensure quality education, safe and satisfactory functioning of the school, and maintaining a school for better results. The above responses reveal that the headteachers deem management as to resolve internal staff conflict. It can be depicted from the above responses and it is well observed by DAHRI, (2015) that the headteachers and their leadership development need to be enhanced to the level that they need to be able to know basic terminologies in its real sense.

In response to question their understanding about practices to monitor and evaluate your teachers' and students' performance, support their teachers if they need any pedagogical support, assessment of teachers, students performance, observation of classroom teaching practices, arranging meetings for check and balance of teaching practices, and time to time tests. Being an instructional leader for a headteacher is suggested by several researchers (Ingersoll & Strong, 2011).

When it was said to the headteachers to briefly comment on current headteachers' leadership performance assessment policies in Sindh, their comments were such as there were unsatisfactory leadership assessment policies and practices in Sindh. These comments resonate with the research study conducted by Perveen & Syed, (2021). This infers that the criteria set for the promotion were based on as much as the degree of B. Ed is older, the higher the chances of the promotions supported with ACRs.

### **RECOMMENDATIONS**

Based on the findings and conclusion this research study recommends that:

The results reveal that the job of the headteachers was not as easy as people think, they face problems to deal them with democratic style was not sufficient, it required wit and prudence to resolve day to day problems, because of shortage of basic resources such as human resources, material resources, and financial resources and having no powers to him/ her to run the schools. This research study recommends that to handle and absorb multiple pressure and run the school satisfactorily, the teachers' headteachers should have school level powers of time-bound appointments of teachers and other lower staff on daily wages to ensure that because of the shortage of teachers and the other staff, the school does not suffer> For this a counter check is very important, it can be prior approval from upper management for a fixed period so that the student-teacher ratio can be maintained effectively. For daily waged staff, the government should allocate funds in the SMC account and there should be a proper audit of those accounts on at least a yearly basis.

The headteachers were found under a bit of pressure to narrate about the understanding of head teachers' leadership performance they think that it is a respectable position so that a headteacher should perform in a better way but they did not mention what the leadership performance is? This indicated that there should be time to time leadership level workshops, short training so that they be able to understand their proper responsibilities as leaders and the dimensions of their leadership position. In the training sessions, head teachers' leadership standards may be introduced.

Regarding their leadership performance areas for promotions, they were not sure, they mentioned different areas, but the majority believed that their regularity and punctuality, and proper running of the school were the criteria for their promotions. But still, there was a greater portion who narrated that their promotions are made seniority-based on B. Ed degree and the ACRs and PERs. This indicates that they weigh for promotions based on their seniority but not on their performance. This research study recommends that it is also very

important that the seniors should be given a due portion for their promotions but this should be for an identified percentage and the rest of the promotions should be based on departmental commission based on experience, qualification, and leadership abilities. This will create hope for all to work hard and be acquainted with current educational knowledge and enthusiasm.

It also recommended that as in response to the existence of the question of current policies/ procedures for head teachers' leadership performance assessment they showed little awareness and some of them believed that there were no such policies other than seniority-based on B. Ed degree and The ACRs. The department should identify leadership standards like standards by HEC for school teachers (NBPEA, 2015).

When it was inquired from the headteachers regarding their satisfaction with the current practice of their performance assessment practice, they showed concerns saying that there was no respect for higher professional degrees other than B. Ed. This recommended that there should be due respect for higher degrees such as m. Phil or Ph. D in education, for this if necessary policy measures need to be taken so that the lust for gaining current knowledge be enhanced.

Regarding the content of the ACR and its genuine reporting, the respondents were equally agreed and disagreed with the content, but the majority disagreed with its genuine reporting. They for that gave several reasons, political involvement, personal relations, involvement of the teachers' unions and other pressure groups ACRs are not reported genuinely. In this respect, this study recommends that the ACR content should be revised department should make effective rules and should ensure that there was no outer forces involved in reporting of ACRs and they report the real performance and abilities of the officer being reported until the ACR format is revised.

When it was tried by the researcher to ensure that the criteria for promotions were the seniority-based on B. D degree and the ACRs. They also doubted if this system is altered with any other mood of promotions that may give birth to nepotism and other means of corruption. This research recommends that it is most important to bring reforms for the education leaders but it may be ensured that there should be transparency from all aspects, for this purpose there should be a provincial departmental promotional examination board (PDPEB) for promotions of deserving teachers by considering pre-set eligibility criterion/ indicators for the leadership positions.

### **LIMITATIONS OF THE RESEARCH STUDY**

This research study had a number of limitations. The most important limitation of the current research study was the preference for a mono-method, if it would have been conducted through a mixed-method approach it would give better results. Another most important limitation of the current research study was the time and financial resources, otherwise, the results would have been much better. The sample size was another limitation of the current research study. The data analysis was also one of the important limitations of the current research study.

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