

PERCEPTION ABOUT THE PERFORMANCE OF ACTING AND REGULAR HEADS AT SECONDARY SCHOOL LEVEL

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Abstract

The performance of heads has a major contribution to the development of the whole educational institution. The major objective of this research was to examine the perception about the acting and regular heads at secondary school level. The population of the study was public secondary school heads from districts Gujranwala, Kasur, Gujrat, and Sialkot while 219 (Regular= 133, Acting= 86) respondents were selected as sample through convenience sampling technique. The study was quantitative based on the casual comparative research design therefore, a self-administered questionnaire was administered to collect the research data from the respondents through survey method. The Statistical Package for Social Sciences (SPSS) was used to analyze the research hypotheses. The findings of the study indicated that except of professional development there was a significant difference found in administration, quality education, monitoring and mentoring, and whole school development. The study is beneficial for the development of teaching learning process at secondary school level through the adaptation of the various innovative techniques through heads' performance.

Keywords: School Heads, Performance, Secondary Level

Introduction

The principal of secondary school is a superior associate of teaching staff members that are a lot for piloting the school issues by using their educational values, intelligence, experience, and information. They are the chief administrator supervisor that absorbs the top situation in the secretarial organization of the school. The kind of human factors that cause to be educational examined by teaching and non-teaching organization. (McBride, 2014; Owan & Agunwa, 2019). It could also be considered as the manager conscientious for manufacture main conclusion and behavior necessary for the achievement of the school objective (Dave & Raval, 2014; Ali et al., 2019). It is the responsibility of a teacher to teach children based on the guidelines provided under the national guidelines. In the 20th century, the concept of education was used to get jobs and it act as a base of skills in this field. Education is a type of teaching learning system which is aimed at socializing the individuals and creates an impact on the socio-cultural fabrics of the society because of the considerable structural changes that are happening in all aspects of life. (Ahmad et al., 2020).

In 21st century, the children education demands opportunities of knowledge, ethics, aesthetics, and development of skills among them and the provision of such an environment in school through which children can be guided constructively for their development. This century has also

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witnessed the developments as evident by industrialization and technological advancements for living standards' development. This idea replacement introduced different concepts regarding the role of a teacher over time (Shakir, 2011; Szirmai, 2013).

All the institutes have their strong visions and missions which can be accomplished with the help of employees' effective performance. Therefore, the performance of employees along with other variables contributes greatly towards the actual growth of the organization (Bhat & Bashir, 2016; Hashim & Shawkataly, 2017).

Employees' performance is one of the essential tools for organizational development. In this modern era, it has also been identified that performance is a vital element for successfully completing and achieving the objectives of an organization. Additionally, employees' performance defines the dedication level with work (Dinantara, 2019; Shafiq & Hamza, 2017). As far as the performance in teaching is concerned, previous literature reveals that studies related to the educational field mostly emphasize the organizational performance fairly with the performance of employees (Zafar et al., 2017). The contribution of employees' performance plays a major role in the overall performance of the organization. For the achievement of setting goals, it is required that educational organizations should focus on human capital development for enhancing its viability and efficiency (Janudin & Maelah, 2016).

According to past researchers, it has been realized that institutional upgrade has a direct relation with the employees' performance. The organizations are focused on enhancing the professional competencies of the employees for enhancing the performance of employees which is one of the major sources for organizational growth (Wen et al., 2019). Employees' job performance plays a crucial role in the growth of an organization. Different job discrepancies are caused by the employees during their duty hours. The employees focus on tasks for the successful completion of different activities (Hakim & Fernandes, 2017). Multidimensional tasks are used for calculating the employees' performance based on the ability of an individual to achieve the goals by staying focused on the organizational standards (Torlak et al., 2019). Different organizations require different types of activities from the employees depending on their mission and vision. The employees put maximum efforts into successful accomplishment of goals according to the set standards. Employees' performance contributes to making the beliefs and overall image of the organization towards their customers (Iqbal et al., 2015; Zafar et al., 2017).

Literature Review

The last stage of formal education is secondary school education and is one of the basic steps that have a major contribution in the progress of any nation. The cultural, economic, and social welfare of growing nations depend on education. Based on convincing evidence, it has been depicted that there exists a link between education and economic and social progress. Therefore, the government policies are intended to make everyone able to get formal education. Thus, investing heavily to foster education sector so the socio-economic situations to get better. A large amount of funds for educational programs has also enhanced accountability (Jabbar et al., 2020).

In underdeveloped countries, the stated size and intricacy of the difficulties for secondary education are disappointingly adequate as well as the variety of factors and the pressing urge to upgrade results are. Various research has figured out projects which move money can help in increasing association in secondary education. Yet it is unexplored about the strategies caused by without money to cooperation (Khan et al, 2017).

Policy makers are hopeful to get positive results due to investment made by the government and financial institutes. The number of impact assessments in the educational sector of developing nations has also increased. Emphasizing the significance of education, the developing countries have attained success in this field. The number of intervening for solving the educational issues in under-developed nations and the number of associated impact assessments is continuously increasing (Bansla et al., 2019; Shah et al., 2015). The school heads play a significant role in schools' and students' success. According to the findings, it has been indicated that multiple leadership styles are performed by the leaders in schools with high performance which means that leaders in those schools adapt leadership styles based on requirements and situations (Khan & Waheed, 2019; Tahira & Haider, 2020).

Rizvi (2008) and Dobson et al (2008) discussed leadership practices in Pakistan and highlighted that there is no budgeted headship position in the primary schools, and they do not have the power to hire, fire, and manage finances. School heads adopt the traditional methods of school leadership to operate the schools without power delegation. Sometimes, the heads held a consultation with their seniors regarding the (Memon, 2010). Ali (2011) conducted a research study related to the government sector's educational structure in Gilgit Baltistan, Pakistan, by using the longitudinal method and stated that governance structure of education is linked with routine that governance educational structural has maintained the centralized tendencies of the past despite of apparent decentralization (Malik, 2007).

According to Senge (2000) it is believed that the educational leadership is mostly related to the learning facilitation where individuals make efforts for expanding their abilities for comprehending the complexities, clarifying vision, and improving shared mental models associated with learning (Khaki & Safdar, 2010). Miller and Miller (2001) further supported this idea by maintaining that teachers and students get empowered and facilitated by the educational leaders. Based on the above arguments, it is revealed that head teachers are required to do complex tasks for which they need information and skills. It is because school heads are anticipated to be knowledge professionals for making contributions in a knowledgeable society. Schools are not only intended for knowledge transmission to the younger generations but also serve to engage teachers, students, and other people for generating knowledge in different types of enquiries and active learning (Memon, 2010).

Therefore, it is needed to develop the school leadership for addressing new challenges related to the educational sector of the country. Contrarily, Pakistan is already dealing with a lack of leadership abilities and no concerted efforts have yet been made to uncover the potential of people for developing future school heads. There is not even a single public sector institute in the country which is responsible for developing ambitious and serving head teachers (Memon,

2010). According to Jameel et al (2019) the educational leaders have the responsibility to improve the overall performance of their school by enhancing the learning outcomes of students and this cannot be attained without substantially investing in the school leadership's capacity building (Memon, 2010). The educational leadership qualification has not been made mandatory for school heads by the government of Pakistan. The curriculum consists of a connected set of training sessions, clinical encounters, in-depth school-based research, and organized reflections. The intended result is the development of a professional community of educational leaders who are motivated to remain or advance to the post of principal in the district and possess the personality traits necessary to be change agents. In PEP, suggestions for revised primary preparation and participant selection are incorporated (BrowneFerrigno & Shoho, 2004; Danils et al., 2019).

Education has included teacher leadership more and more. According to a wealth of research and literature, teacher leaders are essential for transforming schools and causing changes in the established hierarchy of authority inside them. In the past, teacher leadership was present in several informal school settings (Hauge et al., 2014). According to Jimenez-Silva and Olson (2012) these leadership duties looked to be "additional to" rather than "a part of" the teachers' regular duties. In the end, teacher leadership entails inspiring and motivating others to achieve vital school reform objectives. The ability to influence others is a more accurate way to define leadership than a title alone. As a result, not just for principals but also for teachers, it can be challenging to recognize and articulate the complexity of teacher leadership.

Professional learners' community is described as a place where administrators and teachers at schools seek and share learning continuously for acting on it. It is suggested that school reforms occur when teachers are engaged in valid professional learning communities and enhanced student learning is one of the by-products of such community (Ilter, 2014). The researchers' support has provided facilitation to the understanding of teachers regarding their observations and information required to be recorded. In schools where there is lesser class-based support, record keeping discussions of participants were not connected with the events taking place in classroom and their possible instructional meaning (Borko et al., 1997). According to Hattie and Timperley (2007) teachers are needed to make suitable judgements regarding how, what, and when level for making the feedback effective and appropriate. The success of teachers regarding the implementation of new formative assessment practices depends on their persisting classroom management and structural strength.

Considering the schools, communities, and families as the partners in children's education usually leads to higher academic achievements, increased participation, and community pride. Families have been regarded as a dominant factor in promoting the academic achievements of students (Fischer et al., 2022). Barriers to parents' involvement mainly include the characteristic properties of school community, attitude of parents and teachers towards each other and towards the schools, parents' problems related to emotions and adjustment, languages and cultural differences, and teaching practices (Piccardo, 2010). The role of heads of secondary schools has also been increased in perspective of whole school development. This is a broad-spectrum term

according to Gay and Howard (2000) Whole school development is a systematic approach, a broad and comprehensive phenomenon, a multi-dimensional term which comprises of social, cultural, economic, organizational, and technical aspects. Its strength collaborative level and reflection among teachers for the development of effective teaching strategies and provide integrated professional guidelines and support to teachers (Goldberg et al., 2019; Kalkan et al., 2020).

Research Hypotheses

1. There is a significant difference of opinion between regular and acting heads about performance.
 - 1.1 There is a significant difference of opinion between regular and acting heads about monitoring and mentoring.
 - 1.2 There is a significant difference of opinion between regular and acting heads about quality education.
 - 1.3 There is a significant difference of opinion between regular and acting heads about administration.
 - 1.4 There is a significant difference of opinion between regular and acting heads about professional development.
 - 1.5 There is a significant difference of opinion between regular and acting heads about whole school development.

Research Methodology

In this study, it was a comparison between regular and acting heads regarding their performance. So, quantitative based on casual comparative research design based on survey method was selected. The population of the study comprised on the secondary school heads from Gujranwala, Sialkot, Kasur, and Gujrat Districts whereas, 219 (Regular= 133, Acting= 86) heads were selected as sample of this study which were selected through convenience sampling technique. For this study primary research data collection was done with the help of questionnaire through survey method while Questionnaire of Shibo (2016) was consulted based on five points; 1 for Strongly Disagree to 5 for Strongly Agree Likert scale format was constituted. The dimensions of this questionnaire were administration, quality education, professional development, monitoring and mentoring, whole school development. Reliability is the instrument's ability to create the same information at different times. In this research, Cronbach's Alpha was utilized for measuring the reliability of instruments (Creswell, 2014; Cronbach, 1951). Moreover, face validity was completed for investigating if the questionnaires contained the suitable questions for measurement after receiving experts' feedback, the questionnaire was made final and it was made sure that its items, objectives, and research hypotheses are suitable for this study. Moreover, content validity was utilized for ensuring questionnaires' validity. The supervisor, experts of statistics and senior fellows took part in confirming the content validity for subject

matter and full topic coverage. Literature review was directed for identifying the basic ideas for items formulation in an efficient manner to evaluate the items. For this study a questionnaire was used as a research tool to collect the data and 5 points scale was constituted for the choice of the respondents. The collected data was entered in the sheets by using Statistical Package for Social Sciences (SPSS). For this study, the following statistics were applied for testing the proposed research hypotheses such as descriptive analysis (M, SD) and inferential statistics (independent sample t-test).

Findings

Table 1. Descriptive Analysis

<i>Factors</i>	<i>M</i>	<i>SD</i>
Monitoring and Mentoring	3.21	.96
Quality Education	3.30	.92
Administration	3.31	.95
Professional Development	3.29	.94
Whole school development	3.16	.98

Overall= M= 3.25, SD= .94

To assess the level of the respondents about the performance of school heads. It indicated that the mean score of the factors were between 3.16 to 3.31 and cumulative mean value was M= 3.25, SD= .94 which shows that the respondents were satisfied with the factors of performance.

Table 4.11. *Independent sample t-test for administration N= 219 (Regular=133, Acting=86)*

<i>Statements</i>	<i>Group</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
Monitoring and Mentoring	Regular	3.61	1.19	4.78	.00*
	Acting	3.22	1.15		
Quality Education	Regular	3.54	1.35	4.46	.00*
	Acting	3.16	1.24		
Administration	Regular	3.68	1.20	4.18	.00*
	Acting	3.10	1.13		
Professional Development	Regular	4.03	1.07	1.15	.42
	Acting	3.96	1.02		

Whole School Development	Regular	3.52	1.27	3.17	.01*
	Acting	3.09	1.31		
Overall	Regular	3.67	1.21	3.54	.08
	Acting	3.30	1.17		

To compare the response of the respondents' independent sample t-test was determined. The statistical analysis indicated rest of professional development all the factors have positive and significant difference between regular and acting heads for their performance while the mean score of regular heads is greater than acting heads. The p-value less than .05 was considered as significant.

Conclusion

It concluded that the participants were satisfied with all the dimensions of performance such as administration, quality education, professional development, monitoring and mentoring, and whole school development. Moreover, except of professional development there was a significant difference found in administration, quality education, monitoring and mentoring, and whole school development.

Discussion and Recommendations

Pakistan is one of the developing nations where secondary education institutions' standards are in progress. Pakistani public institutions are making efforts for formulating a new method for boosting students to follow studies within their nation rather than going abroad. This strategy is utilized for developing the educational sector and encouraging the educational sector for meeting the standards as per the quality of education and country's needs. Several efforts have been made for developing and maintaining the management system based on philosophy of spreading speedy education system in the secondary schools. Although this research work has given useful findings for the development of secondary education but there are some limitations which have been identified and might guide future research work.

It also recommended that future researchers should study this phenomenon using longitudinal design by measuring the variable in different space and time contexts. This study was limited to descriptive research design and did not involve time series data. A longitudinal approach would provide a different explanation. Moreover, present research study was conducted with reference to public secondary schools located in Punjab and there exists highest number of Pakistani public schools in this region. For generalizing the study's outcomes, further research should be conducted in which other regions of country should be involved by utilizing same instruments for research. Additionally, further research could be conducted in other developing nations. The inspection of management strategies is very crucial that franchise provisions and their full or limited control. Additionally, as the performance of the heads is linked with the job performance of teachers and whole school development in this study; future research could be carried out for

including non-academic staff members working in different academic departments as respondents.

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