

*Study the Perceptions of School Headmasters Regarding their Leadership Performance
Assessment Policies in Sindh, Pakistan*

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Abstract

Leadership is meant for a group of people working in executive positions and making decisions who have the vision to lead the followers and the institutions in the direction of achieving preset goals. The leadership in educational institutions/schools is understood as the headmasters and their teams, where the headmaster is ever in the driving seat. They come and hold this position in different ways such as direct appointment, promotion on a seniority basis, and as in charge with an executive order. Their role is yet to be documented by the policymakers upon which their performance needs to be assessed. The obvious role that they play in their schools is mostly based on the indicators mentioned in the form or the template of the Annual Confidential Report (ACR), also known as the Personal Evaluation Report (PER), and they are supposed to be assessed upon those indicators. Another development was made in 2017 by the secretary of school education as notifying the job description of the headteachers, wherein similar to the ACR indicators, they were made bound to abide by the orders, but those indicators were not for their performance assessment purposes, and the ACR or the Per content remained the same. This study is intended to study the school headmasters' leadership performance assessment policies in Sindh, Pakistan. This research study was carried out by developing two research objectives: a) to review the school headmasters' leadership performance assessment policies and procedures in Sindh, Pakistan, and b) to explore the perceptions of the school headmasters regarding their leadership

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performance assessment policies and procedures in Sindh, Pakistan. The population of the current research study was the headmasters of 193 secondary schools in the Shaheed Benazirabad Division. The sample of the study was 82 secondary school headmasters. For sampling, a simple random sampling technique was used. The data was collected on a self-designed five-point Likert scale questionnaire containing 32 statements. The questionnaire was found to be 99.5 percent reliable. The results showed that the headmasters seldom follow ACR attributes and lack school vision, mission, and core values to best run the school in a determined direction. They look instructionally moderate and follow the practices they are habitual with. This research study recommends that the training manuals for the headmasters of the schools should be aligned with the attributes and indicators of the ACRs and PERs. The training manuals should include material to ensure that the head teachers are well aware of the administrative and managerial practices in the schools. In the training manuals, the behavioral and trait leadership theories should be included, and the leadership styles be discussed to the head teachers, making them able to adopt working leadership style in different conditions and situations. The authorities make sure that the schools have their vision, mission statements, and core values meeting the needs of the hour and the community they are supposed to impart knowledge with better utilization of school resources. The schools should have school-specific academic calendars and should add some school-specific events to organize and sharpen the innovative ideas from the school students' teachers and the community.

Keywords: Perceptions of School Headmasters, Leadership Performance, Assessment Policies, Sindh, Pakistan.

INTRODUCTION

The school leadership all over the world is of utmost importance. They are leaders who envision the future destination of the institutions. Most of the time, leaders lead from the front, but not all the time. They decide their positions according to the situation. That decision comes from their foreseeing of the future requirements by the leadership competencies they gained from reading the leadership qualities, functions, practices, and innate abilities and the experience they gained during the leadership position they served or observed as a follower (Conger & Ronald, 2012). A good leader, the tenure he served for an institution as a leader plays a vital role in making the institutional heads able to make the right and timely decisions (Gorchani, Hamid, & Zarif, 2023). It is a well-known proverb originally used in Latin as "Uses promatos facit" and translated into English as "Use makes perfect" and now mostly said as practice makes perfect. Another proverb used by Francis Bacon shows the similarity as "what we practice that gives us integrity". So it is accepted that experiences are of utmost importance and they groom the hidden abilities to better perform at leadership positions. According to the research studies conducted by Zarif & Gorchani (2018) and Bush (2020), familiarity with school headship responsibilities enables one to work according to the pre-defined institutional requirements. For these purposes, the job description is almost defined in the policy books for each position, and the same is the case for the school headmasters for their institutional performance. According to the research studies by Ali (2017) and Nasreen (2019), institutional leaders who are aware of their job descriptions perform better in their schools. To better perform at the workplace, the annual confidential reports identified the number of leadership performance areas. The researchers do not find in the policy books for

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better leadership performance assessment other than the annual confidential report template contents. The researchers have also pointed out that the ACRs are outdated and do not meet the current requirements. A research study conducted by Shoaib & Younis (2021) concluded that even the ACR template as an information-gathering tool for performance appraisal is outdated and is mostly filled up and reported either adopting a nepotistic or biased approach. This research study was carried out to review the perceptions of head teachers regarding the implementation of the school headmasters' leadership performance assessment policies and their effectiveness for better performance in their schools in Sindh, Pakistan.

RESEARCH OBJECTIVES

1. To review the implementation of the school headmasters' leadership performance assessment policies and procedures in Sindh, Pakistan
2. To explore the effectiveness of school headmasters' regarding their leadership performance assessment policies and procedures in Sind, Pakistan

RESEARCH QUESTIONS

1. To what extent the leadership performance assessment policies and procedures for school heads are implemented in Sindh Pakistan?
2. How effective are the school heads' leadership performance assessment policies and procedures in Sindh, Pakistan?

STATEMENT OF THE PROBLEM

From all corners of society, voices are raised about the public sector schools' quality of education to the masses. The public documents also highlight the challenges and problems faced by the government to impart better education to the students. One of the major challenges being highlighted in the public documents can be observed in the school leadership and their performance in their schools. The school leaders are mostly known as the headmasters and the team. The position of the headmaster is held in two ways: first, a senior high school teacher (HST) is promoted based on their seniority, and the Annual Confidential Reports (ACRs) through a departmental promotion committee (DPC). Seniority is counted from the date that the teacher passed the B.Ed. This allows a teacher who is mostly found above fifty years of age or even very near to the superannuation age. The other way is the direct appointment of the headmasters through the Public Service Commission, these headmasters can be found in their middle ages but distant from the superannuation age. The headmasters usually follow the legacy and continue in the same direction in many cases. This is because their performance indicators are not well understood by them. This dearth of interest from both sides, the government and the headmasters, leaves the schools to move forward without a proper and achievable vision. This research study finds out the perceptions of the headmasters regarding their performance assessment policies, their implementations, and their effectiveness. This research study will help the policymakers to better implement the headmasters' leadership performance assessment policies for better performance of the schools to impart quality education to the students.

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SIGNIFICANCE AND SCOPE OF THE STUDY

This research study is intended to address the school headmasters' leadership performance assessment policies, their implementation, and their effectiveness in Sindh, Pakistan. This research will give insights into how to improve school leaders' leadership performance assessment practices beyond the ACRs, PERs, and notified job descriptions. The findings of the research study will provide an opportunity to reconsider the content and areas of the ACRs, PERs, and job descriptions and a determination to better implement them for the betterment of the education of the masses by the policymakers and the other stakeholders.

LITERATURE REVIEW

SCHOOL LEADERSHIP PERFORMANCE ASSESSMENT

The school head leadership performance refers to engaging and motivating the school staff, students, and stakeholders to enhance academic learning outcomes (WATENE, 2021). It also focuses on reducing the absenteeism of the students and bringing up the morale of the school. It also refers to the promotion of influencing the weak students to become academically strong. The school head teachers manage all functions of the school to help the students and their parents and to line them up towards pre-determined school goals (Cruickshank, 2017). The leadership performance in the school by the school head teachers is defined in several ways. It can be seen in some of the research where the emphasis is on the responsibilities, and some discuss the leadership dimensions. To some extent, the responsibilities and the dimensions have the same inference. According to Day & Sammons, (2014) who discussed the leadership dimensions for successful school leaders and identified a core dimension, they should ensure a conducive teaching and learning environment, re-design and enrich the curricula, and restructure the institution by redesigning the roles and responsibilities of the individuals, enhance quality teaching and teachers' quality, have better relationships with the community. They further emphasized building trust by defining vision, values, and directions for the learners' well-being, high expectations, and achievements.

In Pakistan, established policies cannot assess the leadership performance of the school heads (Riaz, Nishat, & Sultan, 2017). The existing policy is accelerated when the seniority lists are prepared for promotions from the non-gazetted to the Gazetted positions. The prime requirement for promotion is the passing date of the degree of Bachelor in Education (B. Ed) validated with Annual Confidential Reports (ACRs). Furthermore, the cases are brought before the Departmental Promotion Committee (DPC) where the committee recommends promotions on a seniority cum fitness basis. It has been observed that fitness is rarely brought under consideration because, as the researchers have identified, the teachers are promoted at the age when they are very near to the superannuation age in the majority of the cases. The promotion for the headteachers who come through the Public Service Commission, their seniority is counted based on the merit list of the commission authorities. The content of the ACRs is also probed at the very least leadership level because being not updated to meet the current and future school leadership requirements (Abbas, Abbas Shah, & Tariq, 2023). The updated knowledge and the degrees, research careers, leadership practices, and frequency of trainings do not have any weightage for promotion to leadership positions, even from non-gazetted to gazetted or for the commission-qualified school headteachers. Research conducted by Khan, Saeed, & Fatima (2009) assessed that in the ACR content, limited

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leadership attributes are measured, and they found the head teachers were weak in instructional behavior as compared to the other ACR areas (Shoaib & Younis, 2021).

LEADERSHIP STANDARDS FOR SCHOOL PRINCIPALS

The standards for any program of placement work as a road map for the observable performance of an individual. The standards make the individuals keep their activities aligned with the needs, goals, and objectives of the institution and prove him or herself at the par level of competence (Shaikh & QURESHI, 2023). In educational institutions, for the leaders, it is required that the school leaders are capable enough to improve students' achievements and institutional performance (Muia, 2018). The developed countries have developed school leadership standards. Countries such as America, Australia, and OECD member countries identified leadership standards for school headteachers and principals. These standards play a vital role in moving towards quality education for their countries (Vaillant, 2015; Malik & Akram, 2020). The standards address multiple dimensions from ensuring vision, mission, and core values for the schools, ethics and professional norms, equity, and cultural norms, curriculum, instruction and assessment, the community of care and support for students, professional development of school staff, the professional community for teachers and other staff, meaningful engagement of families and communities operation and management of routine activities and school improvement initiatives and plans are major focus of the leadership standards United States of America (NBPEA 2015; Zarif & Gorchani, 2018). Australian Institute for Teaching and School Leadership standards 2014, which were revised in 2019, and the United States of America NBPEA 2015 are of the view that the standards provide uniformity in the actions of the educational institutional leaders. The standards set a level of leadership performance where they can be evaluated and assessed (OECD, 2008; AITSL, 2015).

ANNUAL CONFIDENTIAL REPORT

The Annual Confidential Report contains diversified areas for assessing their performance, those who deserve a promotion to higher grades to avail a leadership responsibility in the schools as a headteacher usually become officers from their official grades (Rind, 2022).

Part one of the ACR caters to the personal information of the incumbent, those who are the prospective leaders, part two of the ACR lists the attributes to measure the abilities, of the reporting officer is supposed to be evaluated by the reporting officer and contains intelligence and mental alertness of the incumbent, judgment, and sense of proportion, taking initiatives and drives, power to express innovation, writing skills, speech, abilities to plan, organize and supervise work, ensure quality and output of the work preserving and devotion, to duty, capacity to guide and train the subordinates, being co-operative showing integrity (intelligence and morals), sense of responsibility in general and financial matters and finally the personal observations of the reporting officers where the reporting officer is free to write up his/ her observations about the reported incumbent. It is also brought in the ACR to evaluate the interests in social welfare works, interests in economic development, behavior with the public, the standard of living security measures observations, and the touring intentions. Part three of the ACR compares officers of the same grade with other officers.

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HISTORY OF ACR REFORMS

After the passing of the constitution of Pakistan in 1973, the Civil Servants Act, known as the Efficiency and Disciplinary Act 1973 by the Sindh Cabinet and later on Civil Servants Code of Conduct, was passed to govern the civil servants smoothly without any discrimination according to the rules and the established laws. For the promotion to the higher ranks, a performance assessment template was passed in 1973 for civil servants. The ACR format had six parts. The first two parts were/ are informative, whereas the third part of the ACR included key performance and behavioral attributes. The third part is filled by the reporting officers, which enables the reported incumbent to be promoted or not. It has been noted in the research that the ACRs were used as a formality in the majority of the cases, or some cases were reported biasedly. The promotions were made mostly on a seniority basis and the willingness of the incumbent to be promoted to the higher grades. Research was conducted by Altaf & Shabir. , (2023); Gorchani, Hamid, & Zarif, (2023). The research found that the incumbents promoted were considered on seniority according to the set rules and supported by the ACRs as a formality. It has also been reported in the research studies that the reporting officers do not observe the reported officers directly in the majority of the cases, especially in the school education system in Sindh, Pakistan. Furthermore, some reporting officers join for a shorter period than a year and know very little about the reported incumbent's performance yet fill the ACRs on ear say from others. It has also been reported by the researchers that in some cases, the reported incumbents fill their ACRs by themselves and get it signed by the reporting officers. Keeping in view the above research, the ACRs were the least reliable and sometimes vice versa to the actual actions and practices of the incumbents being promoted to higher grades (Altaf & Shabir, 2023).

PERFORMANCE EVALUATION REPORT

It has been urged for the 17 and higher grade officers the ACRs did not fulfill the requirements and now instead of ACRs, a performance evaluation report (PER) is formulated for the officers of the establishment departments (Tanwir & Chaudhry, 2016; Kandhro, Dahri, & Shabroz, 2022; Altaf & Shabir. , 2023). Different types of performance evaluation report formats are available for the officers working at different levels that are customized according to the civil servants' ranks. For officers of grades 17 and 18 the PER has six parts, namely, 1) personal information, 2) self-evaluation, 3) evaluation of personal qualities by reporting officers, 4) pen picture, overall grading and fitness for promotion by reporting officers, 5) remarks of countersigning officers and 6) remarks of the second countersigning officers. For the grade 19 and 20 officers the PER contains 5 parts, part one is about the personal information of the officer, the second is about the self-evaluation of the officer by him/herself, the third part is about the evaluation of personal qualities, and pen picture by reporting officer, the fourth part is about the remarks of the countersigning officer and the fifth part is about the remarks of the second countersigning officer. The PER for officers in BPS 21 has three parts. Part one is about the personal information of the officer, the second part is about the self-evaluation of the officer by him/ herself, and the third part contains the evaluation of personal qualities and pen pictures by the reporting officer.

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JOB TENURE POLICIES FOR LEADERSHIP POSITIONS

It is very important to set job descriptions to set expectations for better performance and set a road map for the performance evaluation of institutional heads. In Sindh, for the school heads, the tenure of the headmasters is associated with their performance and ability to adapt to changing educational needs. (Khan M. A., 2022)

Effective tenure policies provide a vivid framework for evaluation, ensuring that the headmasters are given enough time to implement the vision of the school and strategies to achieve the institutional goals. In this respect, the current knowledge and experiences better polish the leadership skills to be practiced in leadership positions, as highlighted in various studies (Gorchani, Hamid, & Zarif, 2023).

JOB DESCRIPTION POLICIES FOR LEADERSHIP POSITIONS.

The awareness of job description responsibilities is of utmost importance for every employee in either position in an organization. For the leaders, these job descriptions should necessarily inculcate areas such as leadership skills (the behavioral and the trait approaches), professional development, resource allocation, and support systems. (Hoyle, 1985; Daniëls, Annie, & Dochy, 2019; Bolden, Jonathan, & Beverly, 2023). In the schooling system, the job description should also outline specific responsibilities, competencies, workplace performance indicators, and an assessment mechanism (Ali, 2017; Nasreen, 2019; Ali, 2018; Singh, Rind, & Zia, 2021). Effective workplace leadership policies promote an effective and conducive workplace environment and better organizational outcomes. The above research also pointed out that the leaders who understand their job descriptions perform more effectively.

WORKPLACE PERFORMANCE POLICIES

To shape a conducive environment in an organization, workplace policy plays a vital role. In schools, if the headmasters are aware of workplace policies, in the schools they perform their duties as leaders, they align their leadership practices with the policies and nurture a positive environment where the prime focus remains on better performance of the school. The annual confidential reports work as guidelines for the headmaster upon whom their performance is assessed. According to Shoaib & Younis (2021), the ACR templates need to be updated to reflect the current requirements of the populace.

JOB DESCRIPTION OF HEAD TEACHERS

An initiative was taken by the education department government of Sindh keeping in view the requirements of the current era, the job description of the head teachers was notified through a notification in 2017 by the then Secretary Education Abdul Aziz Uqaili, secretary to the government of Sindh, signed by the then section officer (G-III) on dated fourth of October 2017, (Notification, 2017) in which eight areas of performance/ job responsibilities were made compulsory for the head teachers. The areas included academic, administration, leadership and motivation, monitoring and supervision, financial management, co-curricular activities, human resource management, and school community relations.

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RESEARCH METHODOLOGY

This research study was quantitative by method and descriptive, and a survey design was adopted to collect the data. The population of the current research study was the head teachers of all 193 (Male – 52, Female – 41, and Mix – 100 = 193) secondary schools of the Shaheed Benazirabad division. The Shaheed Benazirabad division comprises three districts: Shaheed Benazirabad, Sanghar, and Naushehro Feroze. The sample for the research was 86 school head teachers

The research instrument was intended to measure two research questions. The first question contained 22 statements, and the second question contained 10 statements. The tool was a self-designed questionnaire on a five-point Likert scale. The reliability of the tool was ensured by using Cronbach's Alpha in SPSS, which showed that it was 99.5% reliable. The sample adequacy was ensured with the sample and population table by L R Gay 1978 at the margin of error of .08, which is acceptable in social science research. The collected data was inserted in SPSS version 22, and the results were drawn in frequency, percent mean score, and standard deviation. The results are presented in tables with descriptive interpretations.

Table No. 1 shows the population and sample

Name of District	Boys Secondary schools	Girls Secondary schools	Mix Secondary schools	Total	Sample 42.48%
SBA	16	20	39	75	32
Sanghar	19	11	31	61	26
N/ Feroze	17	10	30	57	24
	52	41	100	193	82

SEMIS Census – 2013-2014

Data Analysis

Table No.2 Fulfillment of the vision, mission, and values of the school.

Attributes	Frequency	Percent	Mean score/ Std. Dev.
Strongly Disagree	5	5.8	3.4/ 1.047
Disagree	11	12.8	
Neutral	21	24.4	
Agree	39	45.3	
Strongly agree	10	11.6	

The above table shows that 18.6 percent of the respondents tilted toward disagreement whereas 56.9 percent of the respondents were skewed toward agreement, and 24.4 percent of the respondents remained neutral with the statement that they are assessed on fulfillment of the vision mission, and values of the school with a mean score of 3.4 and standard deviation of 1.047.

Table No. 3 The vision, mission, and values of the school are appropriate for the current needs of the community

Attribute	Frequency	Percent	Mean score/ Std. Dev.
Disagree	18	20.9	3.00/ 0.669

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Neutral	51	59.3
Agree	16	18.6
Strongly agree	1	1.2

The above results show that nearly 20.9 percent of the respondents showed disagreement 59.3 percent of the respondents remained neutral and 19.8 percent of the respondents agreed with the statement that the vision mission and values of the school were appropriate for the needs of the community with a mean score of 3.00 and a standard deviation of 0.669

Table No. 4 My effective utilization of school resources to meet the school's vision, mission, and values

Attribute	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	22	25.6	3.51/ 1.037
Neutral	11	12.8	
Agree	40	46.5	
Strongly agree	13	15.1	

The above results show that above 25.6 percent of the respondents disagreed nearly 12.8 percent of the respondents remained neutral and 61.6 percent of the respondents agreed with the statement that they are assessed on their effective utilization of school resources to meet the school's vision, mission, and values with a mean score of 3.51 and standard deviation of 1.037

Table No. 5 My innovative actions in the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	3	3.5	3.43/ .989
Disagree	14	16.3	
Neutral	29	33.7	
Agree	31	36.0	
Strongly agree	9	10.5	

The above results show that almost 20 percent of the respondents disagreed, 33.7 percent of the respondents remained neutral and 46.5 percent of the respondents agreed with the statement that their performance is assessed by their innovative actions in their schools with a mean score of 3.43 and a standard deviation of .989.

Table No. 6 My current knowledge of pedagogy and instructions and assessment in my school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	26	30.2	3.24/ .981
Neutral	20	23.3	
Agree	33	38.4	
Strongly agree	7	8.1	

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The above results showed that 30.2 percent of the respondents did not agree, 23.3 percent of the respondents remained neutral and 46.5 percent of the respondents agreed with the statement that their performance was assessed by their current knowledge of pedagogy and instructions and assessment in the school with mean score of 3.24 and standard deviation of .981.

Table No. 7 Knowledge of contemporary leadership theories and practices in the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	7	8.1	2.91/ 1.013
Disagree	19	22.1	
Neutral	43	50.0	
Agree	9	10.5	
Strongly agree	8	9.3	

The above results reveal that 32.2 percent of the respondents did not agree, 50 percent of the respondents remained neutral and 19. 8 percent of the respondents agreed with the statement that their performance is assessed by their knowledge of contemporary leadership theories and practices in the school with a mean score of 2.91 and standard deviation of 1.013.

Table No. 8 My understanding of curriculum implementation practices in my school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	26	30.2	3.22/ 1.034
Neutral	27	31.4	
Agree	21	24.4	
Strongly agree	12	14.0	

The above results show that 30.2 percent of the respondents disagreed, 32.4 percent of the respondents remained neutral and 38.4 percent of the respondents agreed with the statement that their performance is assessed based on their understanding of curriculum implementation practices in their schools with a mean score of 3.22 and standard deviation of 1.034.

Table No. 9 Knowledge of relevant national policies, practices, and current understanding of education research

Attributes	Frequency	Percent	Mean Score/ Std. Dev
Strongly Disagree	12	14.0	2.7/ .983
Disagree	21	24.4	
Neutral	35	40.7	
Agree	17	19.8	
Strongly agree	1	1.2	

The above results showed that 38.4 percent of the respondents disagreed, 40.7 percent of the

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respondents remained neutral and 21 percent of the respondents agreed with the statement that their knowledge of relevant national policies assesses their performance, and current understanding of education research with a mean score of 2.7 and standard deviation of .983.

Table No.10 How I have applied knowledge and understanding of current education developments to improve my school students' academic performance

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	15	17.4	3.43/ .94
Neutral	31	36.0	
Agree	28	32.6	
Strongly agree	12	14.0	

The above results show that 17.4 percent of the respondents remained neutral, 36 percent of the respondents disagreed and 40 percent of the respondents agreed with the statement that their performance is assessed keeping in view how they applied knowledge and understanding of current education developments to improve their school students' academic performance with the mean score of 3.43 and standard deviation of .94.

Table No. 11 My emotional intelligence, responsiveness, flexibility, and personal well-being in the school leadership and management of the school and community

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	13	15.1	3.62/ .923
Neutral	20	23.3	
Agree	40	46.5	
Strongly agree	13	15.1	

The data in the above table reveal that 15.1 percent of the respondents disagreed, 23.3 percent of the respondents remained neutral and 61.7 percent of the respondents agreed with the statement their performance is assessed based on their emotional intelligence, responsiveness, flexibility, and personal well-being in the school leadership and management of the school and community with the mean score of 3.62 and standard deviation of .923.

Table No.12 Fair, respectful treatment and understanding of each student's culture and context

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	2	2.3	3.63/ 1.085
Disagree	17	19.8	
Neutral	9	10.5	
Agree	41	47.7	
Strongly agree	17	19.8	

The above data reveals that 22.1 percent of the respondents disagreed, 10.5 percent of the respondents remained neutral and 67.5 percent of their respondents agreed that their

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performance is assessed based on their fair, respectful treatment and understanding of each student's culture and context with a mean score of 3.63 and standard deviation of 1.085.

Table No.13 Promotion of effective use of technology in teaching and learning in the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	5	5.8	3.5/1.071
Disagree	13	15.1	
Neutral	12	14.0	
Agree	46	53.5	
Strongly agree	10	11.6	

The above responses reveal that 20.9 percent of the respondents disagreed, 14 percent of the respondents remained neutral, and 65.6 percent of the respondents agreed with the statement that their performance is assessed based on their promotion of effective use of technology in the teaching and learning in the school with a mean score of 3.5 and standard deviation of 1.071.

Table No.14 Development of teachers and staff, and creating a conducive learning environment for collective learning

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	7	8.1	3.57/ 1.046
Disagree	6	7.0	
Neutral	13	15.1	
Agree	51	59.3	
Strongly agree	9	10.5	

The above table reveals that 15.1 percent of the respondents agreed, the same percent of the respondents remained neutral and 69.8 percent of the respondents agreed with the statement that their performance is assessed keeping in view the development of teachers and staff, and creating a conducive learning environment for collective learning with a mean score of 3.57 and standard deviation of 1.046.

Table No.15 Maintenance of a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	13	15.1	3.56/ .849
Neutral	19	22.1	
Agree	47	54.7	
Strongly agree	7	8.1	

The above data shows that 15.1 percent of the respondents disagreed, 22.1 percent of the respondents remained neutral and 62.8 percent of the respondents agreed with the statement that their performance is assessed keeping in view the maintenance of a safe,

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caring, and healthy environment that meets the academic, social, emotional, and physical needs of each student with a mean score of 3.56 and standard deviation of .849.

Table No. 16 Retention of effective and caring professional teachers and staff for better performance of the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	4	4.7	3.74/ 1.042
Disagree	9	10.5	
Neutral	9	10.5	
Agree	47	54.7	
Strongly agree	17	19.8	

The above data reflects that 15.2 percent of the respondents disagreed, 10.5 percent of the respondents remained neutral, and 74.5 percent agreed with the statement that their performance is assessed based on their efforts to retain effective and caring professional teachers and staff for better school performance, with a mean score of 3.74 and standard deviation of 1.042.

Table No. 17 Empowering and entrusting teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student in connection with the vision, mission, and basic values of the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	5	5.8	3.51/ 1.015
Disagree	12	14.0	
Neutral	9	10.5	
Agree	54	62.8	
Strongly agree	6	7.0	

The above data reveals that 19.8 percent of the respondents disagreed, 10.5 percent of the respondents remained neutral and 69.8 percent of the respondents agreed with the statement that their performance is assessed based on empowering and entrusting teachers and staff with collective responsibilities for meeting the academic, social, emotional, and physical needs of each students in connection with the vision, mission, and basic values of the school with mean score of 3.51 and standard deviation of 1.015.

Table No. 18 Support, manage, monitor, and administer school and school staff that promote the vision mission, and values of the school

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	3	3.5	3.44/ .928
Disagree	10	11.6	
Neutral	26	30.2	
Agree	40	46.5	
Strongly agree	7	8.1	

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The above table shows that 15.1 percent of the respondents agreed, 30.2 percent of the respondents remained neutral and 54.7 percent of the respondents agreed with the statement that their performance is assessed based on their support, management, monitoring, and administering school and school staff that promotes the vision, mission, and values of the school with a mean score of 3.44 and the standard deviation of .928.

Table No. 19 Continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvements

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	10	11.6	3.71/ .852
Neutral	17	19.8	
Agree	47	54.7	
Strongly agree	12	14.0	

The above data reveals that 11.6 percent of the respondents disagreed, 19.8 percent of the respondents remained neutral and 68.6 percent of the respondents agreed with the statement that their performance is assessed based on their continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementing and evaluation for continuous school and classroom improvements with mean score of 3.71 and standard deviation of .852.

Table No. 20 Assessment of teachers' performance and timely feedback

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	4	4.7	3.55/ .929
Disagree	6	7.0	
Neutral	23	26.7	
Agree	45	52.3	
Strongly agree	8	9.3	

The data in the above table reveals that 11.7 percent of respondents disagreed, 26.7 percent of respondents remained neutral and 61.7 percent of respondents agreed with the statement that their performance and timely feedback with a mean score of 3.55 and standard deviation of .929.

Table No. 21 Level of my academic and professional education

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	5	5.8	3.38/ .96
Disagree	8	9.3	
Neutral	28	32.6	
Agree	39	45.3	
Strongly agree	6	7.0	

The above data shows that 15.1 percent of the respondents disagreed, 32.6 percent of the

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respondents remained neutral, and 52.4 percent of the respondents agreed with the statement that their performance is assessed based on their level of academic and professional education with a mean score of 3.38 and standard deviation of .96.

Table No. 22 My regularity and punctuality in school

Attribute	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	2	2.3	3.67/ .926
Disagree	6	7.0	
Neutral	25	29.1	
Agree	38	44.2	
Strongly agree	15	17.4	

The above data reveals that 9.3 percent of the respondents disagreed, 29.1 percent of respondents remained neutral, and 61.7 percent of respondents agreed with the statement that their performance is assessed based on their regularity and punctuality in the school with a mean score of 3.67 and standard deviation of .926.

Table No. 23 My administrative activities in the school

Attribute	Frequency	Percent	Mean score/ Std. Dev.
Strongly Disagree	5	5.8	3.53/ 1.026
Disagree	8	9.3	
Neutral	20	23.3	
Agree	42	48.8	
Strongly agree	11	12.8	

The above data reveals that 15.1 percent of the respondents disagreed, 23.3 percent of respondents remained neutral, and 61.7 percent of respondents agreed with the statement that their performance is assessed based on their administrative activities in the school with a mean score of 3.53 and standard deviation of 1.026.

Table 24 My intelligence such as exceptionally bright, and have excellent comprehension

Attribute	Frequency	Percent	Mean score/ Std. Dev.
Strongly Disagree	2	2.3	3.64/ .919
Disagree	9	10.5	
Neutral	18	20.9	
Agree	46	53.5	
Strongly agree	11	12.8	

The above data reveals that 12.8 percent of respondents disagreed, 20.9 percent of respondents remained neutral and 66.3 percent of respondents agreed with the statement that their performance is assessed based on their intelligence such as exceptionally bright, and excellent comprehension with a mean score of 3.64 and standard deviation of .919.

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Table No. 25 Confidence and willpower such as exceptionally confident and resolute

Attribute	Frequency	Percent	Mean score/ Std. Dev.
Strongly Disagree	6	7.0	3.49/ 1.015
Disagree	7	8.1	
Neutral	20	23.3	
Agree	45	52.3	
Strongly agree	8	9.3	

The above data reveals that 15.1 percent of the respondents disagreed, 23. 3 percent of respondents remained neutral and 61.7 percent of the respondents agreed with the statement that their performance is assessed based on their confidence and willpower such as exceptionally confident and resolute with a mean score of 3.49 and a standard deviation of 1.015

Table No. 26 Acceptance of responsibility such as being always prepared to take on responsibility even in difficult cases

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	2	2.3	3.7/ .855
Disagree	6	7.0	
Neutral	18	20.9	
Agree	50	58.1	
Strongly agree	10	11.6	

The above results reveal that 9.3 percent of the respondents disagreed, 20.9 percent of the respondents remained neutral, and 69.8 percent of the respondents agreed with the statement that their performance is assessed based on their acceptance of responsibilities such as being always prepared to take on responsibilities even in difficult times with a mean score of 3.7 and a standard deviation of .855

Table No. 27 Reliability under pressure such as being calm and exceptionally reliable at all times

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	6	7.0	3.71/ .717
Neutral	20	23.3	
Agree	53	61.6	
Strongly agree	7	8.1	

The above results show that 7 percent of the respondents disagreed, 23.3 percent of the respondents remained neutral, and 69.8 percent of the respondents agreed with the statement that their performance is assessed based on their being reliable under pressure, such as being calm and exceptionally reliable at all times with a mean score of 3.71 and a standard deviation of .717.

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Table No. 28 Financial responsibility such as exercises due to discipline

Attributes	Frequency	Percent	Mean Score/ Std. dev.
Strongly Disagree	2	2.3	3.56/ .928
Disagree	11	12.8	
Neutral	19	22.1	
Agree	45	52.3	
Strongly agree	9	10.5	

The above data reveals that 15.1 percent of the respondents disagreed, 22.1 percent of respondents remained neutral, and 62.8 percent of respondents agreed with the statement that their performance is assessed based on their fulfilling financial responsibilities such as exercises due to discipline with a mean score of 3.65 and a standard deviation of .928.

Table No. 29 Relations with such cooperative and trusted

Attributes	Frequency	Percent	Mean Score/ Std. dev.
Strongly Disagree	10	11.6	2.98/ 1.116
Disagree	23	26.7	
Neutral	13	15.1	
Agree	39	45.3	
Strongly agree	11	1.2	

The above data reveals that 38.3 percent of the respondents disagreed, 15.1 percent of the respondents remained neutral, and 46.5 percent of the respondents agreed with the statement that their performance is assessed based on their relations with such as cooperative and trusted with a mean score of 2.98 and a standard deviation of 1.116.

Table No. 30 Relations with superiors, colleagues, and subordinates

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Disagree	6	7.0	3.7/ .721
Neutral	21	24.4	
Agree	52	60.5	
Strongly agree	7	8.1	

The above data reveals that 7 percent of the respondents disagreed, 24.4 percent of the respondents remained neutral, and 68.6 percent agreed with the statement that their performance is assessed based on their relations with supervisors, colleagues, and subordinates with a mean score of 3.7 and a standard deviation of .721.

Table No. 31 Behavior with the public such as being courteous and helping them

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	7	8.1	3.59/ 1.192
Disagree	12	14.0	
Neutral	7	8.1	
Agree	43	50.0	

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Strongly agree	17	19.8
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The above data reveals that 22.1 percent of the respondents disagreed, 8.1 percent of the respondents remained neutral, and 69.8 percent of the respondents agreed that their performance is assessed based on their behavior with the public, such as being courteous and helping them, with a mean score of 3.59 and a standard deviation of 1.292.

Table No. 32 Ability to decide routine matters being logical and decisive

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	7	8.1	3.27/ 1.089
Disagree	14	16.3	
Neutral	21	24.4	
Agree	37	43.0	
Strongly agree	7	8.1	

The above data reveals that 24.4 percent of the respondents disagreed, 24.4 percent of the respondents remained neutral, and 51.1 percent of the respondents agreed with the statement that their performance is assessed based on their ability to decide routine matters being logical and decisive with a mean score of 3.27 and a standard deviation of 1.089.

Table No. 33 Knowledge of relevant laws, rules, regulations, instructions, and procedures

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	8	9.3	3.5/ 1.205
Disagree	11	12.8	
Neutral	13	15.1	
Agree	38	44.2	
Strongly agree	16	18.6	

The above data reveals that 22.1 percent of the respondents disagreed, 15.1 percent of the respondents remained neutral, and 62.8 percent of the respondents agreed with the statement that their performance is assessed based on their knowledge of relevant laws, rules regulations, instructions, and procedures with a mean score of 3.5 and a standard deviation of 1.205.

Table No. 34 Research question 1. To what extent the leadership performance assessment policies and procedures for school headmasters are implemented in Sindh, Pakistan?

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	69	3.64	3.42/.902
Disagree	303	16.01	
Neutral	498	26.32	
Agree	824	43.55	
Strongly agree	198	10.47	

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According to the above table the data reveals that 19.65 percent of the respondents disagreed, 26.32 percent of the respondents remained neutral and 54.02 percent of the respondents agreed that to that extent their leadership performance policies and procedures are implemented in Sindh with a mean score of 3.42 and a standard deviation of .902.

Table No. 35 Research question 2 How much effective are the school headmasters' leadership performance assessment policies and procedures in Pakistan?

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	44	5.12	3.51/ .889
Disagree	105	12.2	
Neutral	170	19.77	
Agree	448	52.1	
Strongly agree	93	10.81	

The above data reveals that 17.14 percent of the respondents disagreed, 19.77 percent of the respondents remained neutral and 62.91 percent of the respondents agreed that how much effective the school heads' leadership performance assessment policies and procedures in Sindh with a mean score of 3.51 and a standard deviation of .889.

Table No. 36 Cumulative results regarding the school headmasters' leadership performance assessment policies in Sindh Pakistan

Attributes	Frequency	Percent	Mean Score/ Std. Dev.
Strongly Disagree	113	4.11	3.47/ .9
Disagree	408	14.82	
Neutral	668	24.27	
Agree	1272	46.22	
Strongly agree	291	10.57	

The data in the above table reveals that 18.93 percent of the respondents disagreed, 24.27 percent of respondents remained neutral and 56.79 percent of the respondents agreed with the implementation and effectiveness of school headmasters' leadership performance assessment policies in Sindh, with a mean score of 3.47 and a standard deviation of .9

FINDINGS OF THE RESEARCH STUDY

The current research study found that in the areas of the fulfillment of the vision, mission, and values of the school, and their appropriateness with the current needs of the community, innovative actions in the school, current knowledge of the pedagogy and instructions, and assessment in the school, knowledge of contemporary leadership theories and practices in the school, understanding of curriculum implementation practices in the school, knowledge of relevant national policies, practice, and sense of current education research, applying knowledge and understanding of current education developments to improve school students academic performance, level of educational and professional education, relations with such cooperative and trusted, ability to decide routine matters being logical and

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decisive, were weakly assessed with mean score 3.4 or even below, which shows that the respondents were near to being neutral while responding about the above areas.

Whereas in areas such as effective utilization of school resources, emotional intelligence, responsiveness, flexibility, and personal well-being in the school leadership and management of the school and community, fair, respectful treatment and understanding of each student's culture and context, promotion of effective use of technology in the teaching and learning in the school, development of teachers and staff, and creating a conducive learning environment for collective learning, maintenance of safe, caring and healthy school environment that meets the academic, social, emotional, and physical needs of each student, retention of effective and caring professional teachers and staff for better performance of the school, empowering and entrusting teachers and staff with collective responsibility for meeting the academic, social-emotional, and physical needs of each student in connection with the vision, mission, and basic values of the school, support manage, monitor, and administer school and school staff that promotes the vision, mission, and core values of the school, assessment of teachers' performance and timely feedback, regularity and punctuality, and administrative activities in the school, their intelligence such as exceptionally bright, and have excellent comprehension, Confidence and will power, such as extraordinarily confident and resolute, acceptance of responsibilities such as being always prepared to take on responsibility even in difficult cases, reliability under pressure such as being calm and exceptionally reliable at all times, financial responsibility such as exercise due discipline, relation with superiors, colleagues and subordinates, and knowledge of relevant laws, rules, regulations, instructions, and procedures and continuous engagement of stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement were found moderate in between neutral to agree, being mean score in between 3.5 to 3.7. The mean score of the response in all areas did not reach 3.8 or above.

CONCLUSION

It is concluded that the indicators in the ACR and PER are poorly treated, and the head teachers seldom know how their leadership performance as headmaster of the schools is assessed. These results confirm the research findings of a research conducted by Nasreen (2019), where it was found that the ACRs or the PERs are prepared for documentary proof without proper assessment of the school headmasters' leadership performance in their schools. The teachers are almost undecided that they are assessed based on their understanding of curriculum implementation practices in their schools, their knowledge of relevant national policies, and practices, and current understanding of educational research and what they have applied in their schools, their emotional intelligence responsiveness, flexibility, and personal well-being in the school leadership and management of the school and community. It is also concluded that the head teachers near to uncertainty that their performance is assessed keeping in view the fair, respectful treatment and understanding of each student's culture and context and promotion of effective use of technology in the teaching and learning in the school, development of teachers and staff and creating a conducive learning environment for collective learning, empowering and entrusting teachers and staff with collective responsibility from meeting academic, social, emotional and physical

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needs of each students in connection with the vision, mission, and basic values of the school, their administrative activities in the school and confidence and will power such as exceptionally confident and resolute. It is also concluded that the headteachers are near to uncertainty that their performance is assessed based on their reliability under pressure such as being calm and exceptionally reliable at all times, financial responsibility such as exercise due to discipline, relation with such cooperative and trusted, relations with superiors, colleagues, and subordinates, behavior with public such as being courteous and helping them, ability to decide routine matters being logical and decisive.

RECOMMENDATIONS

This research study recommends that many research studies found that the performance of the institutional leaders is assessed very poorly (Gorchani, Hamid, & Zarif, 2022; Altaf & Shabir, 2023). The research studies also suggest that the head teachers show less satisfaction with the way the ACRs and PERs are reported for promotions. It is also found that the performance indicators in the ACR and PER do not fulfill this technological and Artificial Intelligence era but are poorly implemented for the leadership performance of the school headmasters. This study recommends that the ACR and PER content/ attributes may be updated and training manuals for the headmaster of the school should be aligned with the attributes and indicators of the ACR and the PER.

It is also recommended that the department authorities make sure that the schools have their vision, mission statements, and core values meeting the needs of the hour and the community they are supposed to impart knowledge with better utilization of school resources.

It is also recommended that the schools should have school-specific academic calendars and the schools should add some school-specific events to organize to sharpen the innovative ideas from the school students' teachers and the community.

It is also recommended that the department publish a booklet with current pedagogical trends and contemporary leadership theories and practices in education and distribute it to the schools.

The department should make sure that the schools have evidence-based teaching practices in their schools such as proper record keeping of time-to-time curricular and co-curricular activities.

It is also reported in the research studies and the government personnel and the elected members of the provincial assemblies that the schools lack basic facilities so the headmasters should take the parents and the education-loving people to create a conducive learning environment to nurture better teaching and learning environment in their schools.

It is also recommended that the headteachers should have a senior faculty committee to observe and assess teachers' performance and give timely feedback for improvement if required.

It can also be read in the research studies that the headmasters least differentiate between administration and management, the training manuals should include material to ensure that the headteachers are well aware of the administrative and managerial practices in their schools.

In the training manuals, the behavioral and trait leadership theories should be included and the leadership styles be taught to the headteachers making them able to adopt a working

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leadership style in different conditions and situations.

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