

Identifying the Level of Performance of Secondary School Head Teachers appointed by PPSC with respect to their Locality

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Abstract



The study determines the level of performance of secondary school head teachers appointed through Punjab Public Service Commission (PPSC) with respect to their locality. The main objective of the study was to identify the level of performance of rural and urban area's Head teachers' performance selected through PPSC. The main hypothesis was that there is no significant difference between the level of performance of rural and urban area's PPSC appointed head teachers. Quantitative research approach with survey techniques methods were used for data collection. The population included all male and female secondary school head teachers appointed by PPSC, and serving in different localities of District Sargodha. Using a multistage sampling technique, 48 Govt. secondary schools were conveniently selected from urban and rural areas of Tehsil Sargodha, and 48 head teachers along 96 teachers were selected on availability basis. Two developed questionnaires, one for head teachers and the other questionnaire for teachers were used as relevant instruments to gather data from respondents. After Pilot testing, Cronbach's alpha reliability of both questionnaires were 0.62 and 0.88 respectively. Descriptive statistics were used in analyzing data and reporting the study findings, independent sample t-test and spearman correlation were used to check the extent of difference between urban and rural areas PPSC appointed head teachers' level of performance in secondary schools. The conclusion of the study was that there was no significant difference between performance level of urban and rural areas PPSC appointed Head teachers. On the basis of conclusion it was recommended that QAED academy may arrange trainings for the urban and rural areas PPSC appointed head teachers and teachers for their better development.

Keywords: PPSC Appointed Head Teachers, Urban & Rural Areas, Secondary Schools

Introduction

The principal in school takes the lead that greatly influences the development of quality education and, at the same time, determines the way teachers, staff, and students behave and react in school. (Grissom, Egalite, & Lindsay, 2023). Effective leadership may enable a principal to maintain effective cooperation between students and teachers in the classroom. It may highly effective in affecting teachers' performance and the result acquired by the students. (Hallinger & Murphy, 2019).

In this regard, recruitment plays an important role in determining the success of any organization, specifically when it comes to education sectors that are only as good as their leadership is. Effective recruitment involves transparency of criteria, competency-based evaluation, and structured interviews. The recruitment process should align with the goals of the institution to make leadership effective (Bush and Glover 2021).

Recruitment in Pakistan promotes educational leadership through clarity and competency. Generally, appointment of secondary school principals is done through two significant methods. The first method is carried out by the Punjab Public Service Commission (PPSC) which emphasizes a merit-based system for selecting candidates. The second method is based on seniority-based promotion, which takes into account an individual's experience and the length of their tenure in the educational sector (A Manual on Appointment, Promotion and Transfer Edition -2013).

Secondary school principals are primarily appointed through Punjab Public Service Commission using a merit base system to ensure fairness, competency and innovation in educational

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leadership. The school locality, whether urban or rural, may influence the resource, opportunities and leadership approaches available to head teachers (The Friday Times, 2025). Recognizing these contextual differences is important for understanding how locality may shape the performance of Punjab Public Service Commission (PPSC) appointed principals for the incoming policies that support effective educational leadership in different places.

Urban school may benefit for better infrastructure and access to professional development, while rural schools often require principals to adapt creatively to limited sources. Understanding how these recruitment system shape head teachers performance is important, particularly with their locality. Keeping in view this fact the study was be opted to identifying the level of performance of secondary school head teachers appointed by PPSC with respect to their locality.

Statement of the Problem:

In Pakistan, it is important to explore how effectively secondary school head teachers are appointed by the Punjab Public Service Commission (PPSC) perform in various contexts. While PPSC appoints principals based on merit, schools in urban and rural places may provide different challenges and opportunities that impact their performance. Few studies has explored on how the locality of a head teacher impacts their performance (Nasreen, 2019). This research compares the performance of PPSC-appointed head teachers across varying localities.

Literature Review:

Locality Differences in Head Teachers' Performance in Pakistan

Instructional Leadership & Locality:

A research conducted by (Asif, et al., 2023) in Punjab examined how school location, urban and rural areas influences the level of instructional leadership among school heads. They used survey data from school heads and teachers, and concluded that school heads in urban areas show significantly higher involvement in goal-setting and driving school goals compared to rural heads. Another study (Asif, et al., 2023) concluded that urban school heads are better at communicating educational goals to teachers and stakeholders compared to rural schools. This indicates that locality is directly related to how actively heads are involved in leadership roles key to enhancing teacher performance and student outcomes.

Perceived Effectiveness & School Performance by Locality

A study examined by (Malik, et al., 2022) researched 1,026 secondary school teachers working in District Sahiwal. They compared head teacher effectiveness perceptions on quality indicators with actual school performance, and with consideration of the school location. One of their main findings was that urban teachers perceived their head teachers are significantly more effective than rural head teachers. Urban schools also recorded higher performance indicators (teacher attendance, active facilities, and students' performance) than rural areas schools. This point out that locality is not only with perception but also with measureable differences in school performance based on the performance of head teachers.

Issues in Rural Settings:

A number of studies showed particular challenges faced by rural head teachers that limit performance compared to urban heads:

Are School Leaders Working as Instructional Leaders? Exploration of Leadership Practices in Rural Sindh (2022-2023) revealed that the head teachers of rural secondary schools often prioritize administration and managerial tasks more than instructional leadership (such as teacher professional development, learning culture, and enhancing student achievement). Rural school heads tend to have less capacity to perform instructional leadership responsibilities because of constraints in resources, human resources, and infrastructural issues. (Shah, et al., 2024)

The study reveals that pedagogical practice, styles of leadership, and school-community dynamics in rural schools are poorer predictors of school performance than in urban areas. Additionally, rural governance challenges such as less monitoring, fewer opportunities for professional development and weaker community participation are determinants (Sohail Khan, 2021).

Disparities in Resources, Infrastructure & Support:

Urban and rural differences are also seen in resource and basic facility access, which impacts head teachers' capability to perform well:

"The Education Divide" (2024) informs that most Pakistani rural schools have bare minimum facilities: fewer professional teachers (only ~35% of rural teachers are professionally trained

compared to ~70% in urban schools), fewer textbooks, restricted internet/computer facilities (only 17% of rural schools compared to ~78% urban) etc. Such shortages limit head teachers' performance at rural levels, particularly in instructional leadership, teacher development, and adaptation of new pedagogical practices. (Pakistan Today, 2024)

Another recent ADB-quoted report emphasizes massive variations in learning achievement and availability of professional development in rural and urban schools. Rural teachers have fewer chances; frequently fall behind in subject specialty assistance. (The Business Recorder, 2024)

Empirical Evidence of Locality Variance in Management Skills & Organizational Culture:

Even in environments not specifically about PPSC appointments, but overall head teacher performance, there exist findings pertinent to locality:

A Southern Punjab study in 2023 assessing school heads' management abilities and organizational school culture in both rural and urban areas found that overall management abilities were moderately high but with considerable gaps: rural school heads were lower on the indicators for organizational culture and possessed less positive in-school environment than their urban areas schools. (Zafar & Javaid, 2023)

In the study of Leadership Competencies of School Principals: The Case of Urban and Rural Private Schools, (Universitas Indonesia, n.d.). meaningful differences were discovered: urban school principals are found to be viewed as slightly more competent at driving outcomes and accessing resources compared to rural principals. This confirms that the localities gap is a recurring trend in both rural and urban public schools.

Objectives of the study

The main objectives of the study were:

- 1) To identify the performance level of urban areas PPSC appointed head teachers of secondary schools.
- 2) To explore the performance level of rural areas PPSC appointed head teachers of secondary schools.
- 3) To compare the performance level of urban and rural areas PPSC appointed head teachers of secondary school.

Hypothesis

There is no significant difference between urban and rural areas PPSC appointed head teachers level of performance in Govt. secondary schools.

Research Questions

- 1) To what extent does the level of performance of PPSC appointed Head Teachers achieved according to the rural area?
- 2) To what extent does the level of performance of PPSC appointed Head Teachers achieved according to the urban area?
- 3) To what extent does the performance level of PPSC appointed head teachers in urban areas differ from the head teachers of rural area secondary schools?

Methodology

The study was correlational and survey method was used for data collection.

Population and sampling: In consideration of time, resources and financial constraints, this study was delimited to all the head teachers of Government secondary schools of district Sargodha. All the teachers i.e. ESTs and SSTs teaching in Government secondary schools were also taken as a population. Multistage sampling was used for data collection. Tehsil Sargodha was chosen purposively from all the Tehsils of district Sargodha because of the number of secondary schools is larger as compared to any other Tehsils in District Sargodha. Using random sampling, 96 (50% of total population of 192) Government secondary schools were selected. Then all the head teachers (92) and subordinates (E.ST, S.ST) from each selected school 192 were selected on availability basis.

Research Instruments: Two questionnaires were developed; one for head teachers and other for secondary school teachers, since the available instruments were not meeting the needs of this study. The questionnaires on head teachers' performance level and subordinated evaluation contained 34 items to measure seven factors i.e. Goal settings include 04 statements, Leading on effective behavior management include 05 statements, Building a great culture include 05 statements, Developing staff and distributed leadership include 05 statements, Protecting child in your school include 05

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statements, The Power of Coaching include 05 statements, General Concepts and Rules include 05 statements.

These instruments were validated with the opinion of experts and pilot study. After taking the experts opinions, these instruments were given to 34 head teachers and questionnaires for teachers' evaluation were given to 66 teachers who were not part of actual sample. The data were analyzed to identify the reliability coefficient Cronbach alpha (α) and it was 0.62 for questionnaire on performance level of head teacher(self-evaluation) and for teachers' questionnaire it was 0.88.

Data Collection and Analysis: Data were gathered using self visit; the respondents were informed about the study and assured of confidentiality of their responses, to use only for research purpose. The data were tabulated before analysis. There was no negative statement in both questionnaires; therefore, reverse coding was not required to these statements. In order to analyze the data SPSS software was utilized. Head teachers' performance level were classified based on mean scores, the criteria is as follows.

- M.S = Less than 2.5 = Poor
- M.S = 2.5 – 3.0 = satisfactory
- M.S = 3.01 – 3.50 = Good
- M.S = 3.51 – 4.0 = very good
- M.S = 4.01 – 5.0 = Excellent

Similarly, teachers evaluation were also classified on mean score basis, the criteria is as follows:

- M.S = Less than 2.5 = Poor
- M.S = 2.5 – 3.0 = satisfactory
- M.S = 3.01 – 3.50 = Good
- M.S = 3.51 – 4.0 = very good
- M.S = 4.01 – 5.0 = Excellent

Results:

The analysis results are shown in the following tables:

Table 1

Head teacher's performance level:

Factors	SDA F(%)	DA F(%)	NU F(%)	AG F(%)	SAG F(%)	Mean Score	S.D F(%)
1. Goal settings	21 11%	51 26%	3 0%	45 24%	72 39%	3.31	1.67
2. Leading on effective behavior management	36 15%	32 13%	6 1%	76 32%	90 38%	2.72	1.58
3. Building a great culture	15 6%	30 13%	13 5%	104 43%	78 33%	2.81	1.48
4. Developing staff and distributed leadership	17 7%	56 23%	7 3%	83 35%	88 37%	2.67	1.55
5. Protecting child in your school.	30 12%	39 16%	4 2%	43 18%	124 52%	3.71	1.53
6. The Power of Coaching	21 9%	80 33%	5 2%	64 27%	70 29%	2.92	1.51
7. General Concepts and Rules	24 10%	65 27%	5 2%	55 23%	91 38%	3.10	1.63
8. Overall performance level	164 10%	353 25%	43 3%	470 28%	613 35%	3.62	1.42

Table 1 shows that 63% of head teachers with supporting mean score = 3.31 and SD = 1.67, agreed and strongly agreed for goal settings factor of head teachers performance level. 70% of head teachers with supporting mean score = 2.72 and SD = 1.58, agreed and strongly agreed for Leading on effective behavior management factor; 76% of head teachers with supporting mean score = 2.81 and SD = 1.48, agreed and strongly agreed for Building a great culture factor; 72% of head teachers with supporting mean score = 2.67 and SD = 1.55, agreed and strongly agreed for Developing staff and distributed leadership factor; 70% of head teachers with supporting mean score = 3.71 and SD = 1.53, agreed and strongly agreed for Protecting child in your school factor; 56% of head teachers with supporting mean score = 2.92 and SD = 1.51, agreed and strongly agreed for The Power of Coaching factor; 61% of head teachers with supporting mean score = 2.72 and SD = 1.58, agreed and strongly agreed for General Concepts and Rules factors for head teachers performance level.

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Overall, 63% head teachers with supporting mean score = 3.62 and SD = 1.42 agreed and strongly agreed about their performance level.

Table 2: PPSC appointed head teachers level of performance.

Level	Mean Range	Frequency	Percent	Weighted Mean	SD
Poor	Less than 2.5	1	2%		
Satisfactory	2.51-3.0	0	0%		
Good	3.1-3.50	11	23%	2.45	0.89
Very Good	3.51-4.0	32	67%		
Excellent	4.01-5.0	4	8%		
Total		48	100%		

This Table shows that overall; it was revealed that 67% PPSC appointed Head teachers having frequency of 32 showed very good level of performance. Similarly, 23% PPSC appointed Head teachers having frequency of 11 showed good level of performance. Furthermore, 8% PPSC appointed Head Teachers having frequency of 4 showed excellent level of performance. However, 2% PPSC appointed Head teachers having frequency of 1 showed poor level with mean score of 2.45 and Standard deviation = 0.89 towards PPSC appointed Head Teachers' level of performance.

Table 3

Teacher's evaluation for Head teacher's performance level:

Factors	SDA	DA	NU	AG	SAG	Mean	S.D
	F(%)	F(%)	F(%)	F(%)	F(%)	Score	F(%)
1. Goal settings	47	69	33	99	520	4.26	1.21
	6%	9%	4%	13%	68%		
2. Leading on effective behavior management	114	121	16	96	613	4.00	1.28
	12%	13%	2%	10%	63%		
3. Building a great culture	233	76	75	147	429	3.47	1.62
	24%	8%	8%	15%	45%		
4. Developing staff and distributed leadership	245	26	15	136	538	3.72	1.65
	26%	3%	2%	14%	56%		
5. Protecting child in your school.	194	24	25	143	574	3.91	1.58
	20%	3 %	3%	15%	60%		
6. The Power of Coaching	166	25	18	141	610	4.04	1.52
	17%	3%	2%	15%	64%		
7. General Concepts and Rules	167	26	33	124	611	4.02	1.53
	17%	3%	3%	13%	64%		
8. Overall performance	1166	367	215	886	3895	3.92	1.57
	18%	6%	3%	14%	59%		

Table 3 shows that 81% of teachers with supporting mean score = 4.26 and SD = 1.21, agreed and strongly agreed for goal settings factor of their head teachers performance level. 73% of teachers with supporting mean score = 4.00 and SD = 1.28, agreed and strongly agreed for Leading on effective behavior management factor; 60% of teachers with supporting mean score = 3.47 and SD = 1.62, agreed and strongly agreed for Building a great culture factor; 70% of teachers with supporting mean score = 3.72 and SD = 1.65, agreed and strongly agreed for Developing staff and distributed leadership factor; 75% of teachers with supporting mean score = 3.91 and SD = 1.58, agreed and strongly agreed for Protecting child in your school factor; 79% of teachers with supporting mean score = 4.04 and SD = 1.52, agreed and strongly agreed for The Power of Coaching factors; 77% of teachers with supporting mean score = 4.02 and SD = 1.53, agreed and strongly agreed for General Concepts and Rules factors for their head teachers performance level.

Overall, 73% teachers with supporting mean score = 3.92 and SD = 1.57 agreed and strongly agreed about their head teachers performance level.

Table 4: Teacher's evaluation for their Head teachers Performance level

Level	Mean Range	Frequency	Percent	Weighted Mean	SD
Poor	Less than 2.5	4	2%		
Satisfactory	2.51-3.0	17	9%		
Good	3.1-3.50	21	11%	4.19	1.09
Very Good	3.51-4.0	45	23%		
Excellent	4.01-5.0	105	54%		
Total		192	100%		

This Table shows that overall; it was revealed that 54% teachers having frequency of 105 showed excellent levels towards their head teacher’s level of performance. Similarly, 23% teachers having frequency of 45 showed very good level towards their head teacher’s level of performance. 11% teachers having frequency of 21 showed good level towards their head teacher’s level of performance. 9% teachers having frequency of 17 showed satisfactory level towards their head teacher’s level of performance.

Table 5

Relationship between head teachers performance level according to locality

Variable	N	t-value	Sig.
Rural head teachers performance	30	-0.367	0.70
Urban head teachers performance	18		

Table 5 shows that the t value = -0.367 was not significant at $p = 0.70 > 0.05$. This indicates that the null hypothesis “There is no significant difference between urban and rural areas PPSC appointed head teachers level of performance in Govt. secondary schools” was accepted. This shows the trend that locality does not have a meaningful impact on head teacher’s performance level.

Conclusions:

The research was conducted to determine the relationship between rural and urban Government Secondary school PPSC appointed head teachers performance level. Conclusions based on data analysis and findings are as follows:

- i. According to the head teachers views’ many of them showed that they were very good in their performance level and its factors Goal settings, Leading on effective behaviour management, Building a great culture, Developing staff and distributed leadership, Protecting child in your school, The Power of Coaching, General Concepts and Rules factors in both rural and urban Govt. secondary schools.
- ii. According to the teachers views’ majority of them showed excellent and very good level of performance. However, many of them showed good level of performance.
- iii. It was concluded, that there is no significant difference between urban and rural areas PPSC appointed head teachers level of performance in Govt. secondary schools. It means that locality does not have a meaningful impact on head teacher’s performance level.

Discussion:

The main objective of the study was to compare the performance level of urban and rural areas PPSC appointed head teachers of secondary schools.

It was found that there is no significant difference between urban and rural areas PPSC appointed head teachers level of performance in Govt. secondary schools. This finding was supported by (Awan, et al., 2023) that leadership practices were influenced by their professional competencies rather than their locality, indicating that both rural and urban heads can perform effectively when skilled. This may happen because PPSC appointed are well-qualified head teachers have better knowledge, modern skills to manage school, aware of new policies and ideas which help them improve school performance.

Another study of (Khan, Rehman & Fatima 2022) supported the findings that leadership performance of head teachers was shaped by their capacity and training than by locality differences. This may happens because well-trained head teachers can adapt to different environments regardless of locality.

However, the study of (Awan & Mahmood, 2021) opposed the findings of study that rural head teachers faced to poor infrastructure, lack of teachers, and limited professional development, which impacted negatively on their performance as compared to urban heads. This may happen because rural schools frequently experience systemic resource and staff issues.

Another study of (Asif, et al., 2023) oppose the findings that urban areas teachers demonstrated stronger instructional leadership, particularly in setting and achieving school goals, compared to rural areas head teachers. This may happen because urban principals have greater exposure to monitoring systems and strategic planning tools.

Recommendations:

Further studies may explore whether resource allocation (funds, facilities and staff) affects head teachers ability to maintain equal performance across rural and urban areas schools.

Research may conduct qualitative case studies to better understand why rural and urban heads performs at similar levels

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