

Delay in Promotions Process of High School Teachers: A Mixed Method Study of School Administration Practices in Govt. of Sindh Pakistan

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Abstract

School administration in Pakistan is a dilapidated system which need of a paradigm change from bureaucratic to pedagogical leadership. The promotion of senior high school teachers to administrative positions is a transform of role from teaching to administration. The present study aims at to investigate hierarchy of promotions of the posts of head teachers (School Administration Officers) are in BPS 17, up to BPS - 20. The stratified random sampling techniques used to collect data from (n= 71), male and female teachers, and, (n= 328) boys and (n=213) girls Government secondary and Higher Secondary Schools at district Karachi central. The mixed method research design, the quantitative approach, surveys were conducted while in qualitative part In-depth semi structured interviews were collected. The study finding reveals that the managerial style and its relationship with head teacher directly impact on official and environment of the school. It is also recommended that the promotion related problem must be addressed properly and a comprehensive policies and plans must be implemented for administrative practices. This study will help to improving teachers and particularly schools to create an educational culture at Sindh in Pakistan.

Keywords: Administration, Practices, Delay, Promotions, High School Teachers,

1. Introduction

Majority of high school teachers have got rich experience of both administration and teaching with the passage they wanted to transmit such valid and brilliant experiences and knowledge

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into administration. Unfortunately delay in promotions will destroy the experienced teachers psychologically, critically and waste their creative capability and energy to wait for long times to get their promotions timely. Timely promotion and due rights always motivate the majority of the teachers to work effectively to show their excellent performance and happy with their achievements. The prevailing system of education needs dynamic leadership, innovative and talented people to work on effectively in administrative cadre. Basically the posts of head teachers (School Administration Officers) are in BPS 17, having hierarchy of promotions up to BPS -20. The Posts of Assistant District Officer Education, Deputy District officer Education, The District Officer Education, Executive District Officer (Director) Education, Deputy Secretary Schools and Additional Secretary Schools are to be posted from the School administration (Head Teachers). In practice the same are not being executed at this stage. The head teacher is a key post in any secondary school. The attitude, managerial style and relationship of the head teacher with his officials directly affects the environment of the School as a whole. It has been observed that delay in getting promotions as head teachers and ex cadre (Teaching cadre) postings on the School administration posts have badly affected the school administration.

It has been observed that the promotions of high school teachers to a higher grade as Head Teachers /Head Masters / Head Mistresses are inordinately delayed. This creates hardship for the teachers and dampens their motivation and willingness to perform their duties efficiently. There is a dire need to investigate about the delayed promotions of senior teachers and to highlight the problems regarding the promotion of senior teachers at defunct district Central Karachi.

2. Review related literature

Educational Managers rarely think about the number and kinds of people required to get the work done in past. The manager demanded the work force that was easily available and very rarely work was demanding specialized training and expertise. But there must have been some human resources planning going on even in earliest times. The man power planning theory was initiated by Hennerly Fayol in the beginning of twentieth century, through his famous 14 points of management (fayol, 2005).

A deep recession in the late 1950s sparked the need for new way of thinking about management. People were increasingly viewed as assets-human resources-that could be either developed or wasted. This way of thinking became even more pronounced during 1960s and 1970s when the focus was on finding way to design organization and jobs to permit individuals' greater latitude of self-expression. Human creativity and job satisfaction are still the most important concerns of management. (William J. & H.C.Kzans, 2005).

Recruitment and Selection

The work force shifted from agricultural land to factories/ industries. Due to shift of paradigm of workers from agriculture to industries new problems of the work force emerged. This phenomenon leads to give us various management theories and theories on motivation and reinforcement. In local context particularly in Education department motivation level of the employees is in the worst condition. Senior teachers working as HSTs are promoted after long waiting of 20 years. (Notification, 2009). The example of such delayed promotion is with the

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teachers of mega city Karachi. Such an inordinate delay in promotions of HSTs have not only badly impacted the learning outcomes of the students, but also made teachers disturbed socially and economically.

Annual Confidential report/Personal Evaluation Report ACRs/PER in the form of appraisal Performance is annually filled by all the employees of BPS-5 and onward working in education department which is evaluated by two responsible officers. The reporting officer under which an employee is working and countersigning officer, a super officer which to counter sign the evaluated comments given to employee by his immediate boss. Generally there is nothing to be counted of ACRs/PERs while awarding annual increments. As per the Sindh Civil Servant APT (Appointment Promotion and Transfer) rules 1974 .At least 05 years ACRs/PERs are required, (Hamid Ali and Zaka Ali, 2007).

Promotion: Promotion in general is up-ward mobility of the employee that not only benefits individual in term of finance, but increases the responsibilities too. Promotions are very important to organizations and their employees. Organizations rely on internal promotions to fill many of their management positions. Promotions also provide direct economic and psychological reinforcement for employees who are promoted. (John W.Slocum and Richard Buda , 1997)

Promotion Theories: Seniority and achievements are considered for promotion of any employee. (Stahl, 1962: 118-122; Fougere, 1967: 232-237; Stanley, 1972: 40). Promotion revolves around two factors Fixed, or objective, criteria such as examinations and seniority, and other Discretionary, or subjective, criteria such as \evaluations. There are two dominant organizational theories of promotion criteria such as the control proposition and the technical uncertainty proposition. (Halaby, September 1978) It is basic root promotion of school Administrators from where the posts of Assistant District Officer/Taluka Education officers, District Officer Education, the Executive District Officer Education / Director Schools education are supposed to be filled in future. Hence promotion on the basis of control proposition considering subjective approach only of peoples who have to be held such an important post in future is unfair.

The civil establishment code (ESTACODE) a compendium of laws, rules and regulations and administrative instructions, regarding the terms and conditions and other affiliated materials thereto, of civil servants, has proved to be an authentic reference. Book in the expeditious settlement of the controversial matters relating to federal civil servants. The book also provides useful information to the provincial Governments and the autonomous bodies of the federal and provincial Governments, (HamidAli and Zaka Ali, 2009).

Challenges in promotion of senior School Teachers: There are lots of challenges that senior school teachers have to face for getting promoted. The challenges start from their working place as they are asked to provide the ACRs of last 05 years. They have to collect ACRs from all the schools where they had worked in last 05 years. Due to non-maintenance of the teachers record have to get rewritten ACRs from concerned Head teacher and provide it in the controlling offices. After submitting the ACRs waiting moments start that sometimes prolong from 06 months and more the decisions of promotion from HSTs to Head Teacher are made in secretariats. Teachers have to wait for fixing the date with DPC. As per decisions

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of 1st Provincial cabinet meeting of this democratic Government held in March 2008, the DPCs of Government Officers/ Officials was to be held on monthly basis. The implementation of the cabinet decision is still not effective from implementation perspectives.

Civil Servants Seniority Rules 1993: The legal frame work for promotion and its procedure has been provided in the civil servant act 1973 and the civil servants (appointment, promotion and transfers) rules 1973 . As per section 25 of the Civil Servants Act, 1973 (LXXI of 1973), read with section 8, the President Islamic Republic of Pakistan is pleased to make the following two rules, namely:-promotion and general instruction regarding promotion (HamidAli and Zaka Ali, 2009)

Administration and Administrative Responsibilities of School/ School Head Teacher: In our School administration set up in the context seemed a little bit not active in playing vital role that is expected one. It might be the one of the reasons we are still developing countries after 62 years of independence. Generally in our school administration context the role of administrators is an ambiguous. Decisions are made at center / secretariat level. Key administrative responsibilities of School / School Head teachers are as under.

School Administration Setup of Sindh: As per Sindh Local Government Ordinance (SLGO) 2001, the supervision and management of school education is mainly the responsibility of district governments; the Executive District Officer (EDO Education) is the focal person to look after all affairs of primary, elementary, secondary and higher secondary schools Under the EDO (Education) .There are DEOs (Elementary Education Male and Female) and DEOs (Secondary and Higher Education Male and Female), with DOEs Literacy and DOEs Academics and trainings. The DOE Secondary and Higher Education Male & Female are assisted by their Deputies called Deputy District Officer Education Secondary and Higher Education Male & Female respectively. And DOEs Elementary Education Male and Female are also assisted by their Deputies called Deputy District Officer Education Elementary Education Male and Female respectively. The Supervisors Primary Education SPEs and Learning Coordinators (LCOs) assist Assistant District Officer Education in supervision and administration of the educational affairs of the town /taluka. Whereas private schools are monitored inspected and registered by separate directorate the Directorate of private educational institution Sindh. Every Secondary and Higher Secondary School is run by a head Known as Head Teacher. The HSTs are working in Elementary and Secondary & Higher Secondary Schools that are under the control of DOES Elementary Male & Female, and DOES Secondary and Higher Secondary Education Male & Female.

The 4 Tier formulas for School Administrators: With reference of notification NO SO (A-1)04-209(Misc.) 92 dated 4th September 1994 the competent authority approved 4 tier formulas to school administration officers for promotion as already in practice for college teachers / lecturers. The 4 tier formula said that among all available school administration officers, there will be 1% in BPS -20, 15 % in BPS -19, 34% in BPS-18 and 50% in BPS-17. At that time about 1350 secondary and higher secondary schools were functioning in Sindh. Therefore, 27 posts of Head Teachers /Principals were sanctioned and the remaining posts

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were divided according to formula. It is matter of concern that almost 50% of schools have been raised since 1994. The posts are not sanctioned as per 4 tier formula. Positions of working and vacant School administrators as per SNE of 1994 in Sindh vide, Notification Government of Sindh No SO(S-IIS.S/H.M, 2008).

Research Objectives

RO1: How to explore delays of promotions can impacts on high School teachers' social and economic life and education sector as a whole.

RO2: Identify the causes of delay in promotion of high school teachers to Head Teachers Study the impact of delay in promotions of HSTs.

RO3: Suggest ways and means to reduce and control the promotional delay of HSTs

Research Questions

RQ1: How the delays in promotion in administrative cadre affect the performance of the High School Teachers?

RQ2: What challenges do the High School Teachers face without promotions working in the same position for a long time. ?

RQ3: To what extent HSTs and concerned officials agreed or disagree about the procedures and causes of delay in promotions.

Research Hypotheses

H 1: Amongst the affected HSTs > 80% believes that their promotion is delayed due to Non-maintained ACRs/ PERs/ Seniority Lists.

H 2: Amongst the affected HSTs, > 80% believes that their promotion is delayed due to Improper Check and Balance / Political and Social Interference/ Incompetent Information System.

H3. Amongst the affected HSTs, > 80% believes that their promotion is delayed due to Departmental Malpractices/ Lack of Coordination amongst Officials/ Lack of Awareness amongst Teachers/ Misuse of Powers and Authority.

Research Methods

In this mixed method approach research quantitative and qualitative design has been used for data collection. In quantitative part survey were conducted from the both respondents' male and female teachers, while in qualitative part the phenomenology was used as a mode of inquiry for data collection and interpretations. Data was acquired through in depth interviews with High School Teachers. The stratified random sampling technique were used to collect data from schools Government secondary and Higher Secondary Schools (Boys n=328 and n=213 girls) the data were also collected from both male and female teachers (n=71) higher secondary schools from district Karachi east. In quantitative research survey research method used to collect the data from both male and female teachers of higher secondary schools ,the purpose behind collecting data is to know in detail the educational policy-making system of the government in different to collect information from the population of the study to investigate required unit.

Discussion/ Results

Table-1.H 1: Amongst the affected HSTs > 80% believes that their promotion is delayed due to

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Non-maintained ACRs/ PERs/ Seniority Lists. One-Sample Statistics

| Independent Variable | N | Mean | Std. Deviation | Std. Error Mean |
|---|----|--------|----------------|-----------------|
| Non-maintained ACRs/ PERs/ Non-maintained Seniority Lists | 68 | 4.3382 | .98663 | .11965 |

Table-1.reveals that study comprised (n=68) respondents. The mean score of the independent variable Non-maintained ACRs/ PERs/ Non-maintained Seniority Lists were 4.33 with standard deviation of 0.986, while standard error mean of the variable based on 0.119.

Table -1.1 Shows Inferential Analysis One-Sample Test

| Independent Variable | Test Value = 0 | | | | |
|---|----------------|----|-----------------|-----------------|---|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |
| Non-maintained ACRs/ PERs/ Non-maintained Seniority Lists | | | | | Lower Upper |
| | 36.259 | 67 | .000 | 4.33824 | 4.0994 4.5771 |

Table 1.2 shows the significance level (p-value lies inside the critical region H1, we conclude that > 80% affected HSTs believes that their promotion is delayed due to non-maintained ACRs/ PERs/ Non-maintained Seniority Lists. The result confirmed the independent variable of the researcher.

Table 2-H 2: Amongst the affected HSTs, > 80% believes that their promotion is delayed due to Improper Check and Balance / Political and Social Interference/ Incompetent Information System.

| Independent Variable | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------------|----|------|----------------|-----------------|
| Improper Check and Balance | 68 | 4.26 | 0.803 | 0.09742 |

Table-2 reveals that the study comprised (n=68) participants. The mean score was Independent Variable. The Improper Check and Balance were 4.26, standard deviation of 0.803, while standard error of 0.097.

Table 2.2 Inferential Analysis One-Sample Test

| Independent Variable | Test Value = 4 | | | | |
|--|----------------|----|-----------------|-----------------|----------------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence |
| Improper check and balance in the system/ Political and Social | | | | | |

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| Interference/ | | | | | Interval of the Difference | |
|---------------|------|----|------|--------|----------------------------|-------|
| | | | | | Lower | Upper |
| | 2.71 | 67 | .008 | .26471 | .0703 | .4591 |

Table 2.2: indicates that the significance level (p-value lies inside the critical region H1, we conclude that > 80% affected HSTs believes that their promotion is delayed due to Improper Check and Balance in the system. / Political and Social Interference.

Table3: H3: Amongst the affected HSTs, > 80% believes that their promotion is delayed due to Departmental Malpractices/ Lack of Coordination amongst Officials/ Lack of Awareness amongst Teachers/ Misuse of Powers and Authority.

| Independent Variable | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------------|----|-------|----------------|-----------------|
| Departmental Malpractices. | 68 | 4.176 | .7715 | .0935 |

Table -3 reveals that the study comprised (n=68) respondents. The mean score was 4.17 with standard deviation of 0.77, while standard error was based on 0.93.

Table-3.3 Inferential Analysis One-Sample Test

| Independent Variable | Test Value = 4 | | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|--|----------------|----|------------------|-----------------|---|-------|
| | t | df | | | Lower | Upper |
| Malpractices at Department Coordination Amongst Officials Level/ Lack of Coordination Amongst Official | 1.88 | 67 | .064 | .17647 | -.0103 | .3632 |

Table-3.3 reveal that the significance level (p-value) lies inside the acceptance region H0, we conclude that > 80% affected HSTs do not believe that their promotion is delayed due to Departmental Malpractices, Coordination Amongst Officials Level/ Lack of Coordination Amongst Official.

Findings

1.The findings strongly suggest that the three hypothesis were tested such as the non-maintained of ACRs, non-maintained of Seniority lists, Improper check and balance, political and social interference, Departmental mal practices, lack of coordination amongst officials, lack of awareness among associations, in –complete information system, Misuses of power and authority, with an independent variable above all indicates that the significance level p-value inside the critical region with the t test score of 36.25, a confidence interval of 95% and

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mean difference of 4.33. We conclude that > 80% affected HSTs believes that their promotion is delayed due to above all indicators.

2. Finding suggests that the most of the senior HSTs shared their deep concern over officers' not paying any attention to their application submitted in the offices through proper channel for onward transmission. Traditional red-tapism by supporting officials is common in the offices of higher authorities. They were dissatisfied with existing practices of functioning of controlling offices; The HSTs were of opinion that unfair means and other non-disciplinary demands from the supporting staff of the controlling offices is key indicator showing how powers are being executed by responsible officers.

Recommendations:

1. It is recommended that the existing ACRs Performa may be changed to include pedagogical, leadership and subject based knowledge through the consultations from eminent philanthropists/ retired educationists /researchers and concerned education officers ensuring the knowledge, experiences, expertise, and importance of the teachers in the particular area.
2. It is also recommended that the separate record of seniority lists of direct recruitment seats and posts be filled properly through departmental promotion. The same practice may be ensured at district Headquarters annually before one month of date of meeting of DPC.
3. It is also recommended that the powers education officers should be reinstated as they were given before the devolution plan 2001 with full assurance with proper check and balance.
4. It is strongly suggested that the postings and appointments in education department will be made on purely merit bases, without accepting Political/ social affiliation or favoritism and misuse of authority.
5. It is also recommended that appropriate and timely measures should be taken to eliminate the mismanagement/ malpractices in the entire process of promotion policy. The actions should be taken against those who involved directly or indirectly.
6. It is also recommended Departmental promotion must be ensured timely ensured according to the Government of Sindh on Seniority Transfer and promotion Rules 1973. This act will encourage teachers work more enthusiastically with professional zeal and fervor.

Conclusion

It has been concluding that the existing practices of selection board for promotion of senior High School teachers for the post of Head Masters\ Mistresses is focused on seniority cum fitness basis be filled from (75%) subject to of available seats. The teachers' performance and knowledge should be considered during the process of promotion. ACRs of the employees who are quantified by concerned office of the Executive District Office on the bases of performance and documents. The seniority and experiences were given weightage as an effective tool for promotion. The promotions always encourage and motivated and highly qualified people to focus on their performance.

Moreover, it is suggested that latest and innovative Performa should be introduced to measure the of ACRs only and performance of the teacher during prescribed period of time through experts / educationist feedback columns should be included measure teachers

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pedagogical, subject-based knowledge and leadership qualities to be effective teacher, administrator and leader. The preparation and display of seniority lists at each district level was found lacking to provide proper services to the teachers. Need is to make sure preparation and display of the seniority lists at district offices of the education as per rules annually.

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