

**Promotional Policies and Its Impact over the Performance of High School Teachers  
(HSTs) Of Public Secondary Schools at District Badin**

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**Abstract**

*The primary objective of this study was to investigate the promotional policies and their impact on the performance of High School Teachers (HSTs) of public secondary schools of district Badin. To conduct this research both qualitative and quantitative methods were used. Primary data were collected through interviews and a self-administered questionnaire survey. 206 HSTs talked about their, experiences, ideas, they provided valuable comments and feedback to accomplish this study. Moreover, secondary data were collected from official documents such as official promotion policy papers. Simple random and purposive sampling techniques were used. The quantitative data were analyzed through SPSS-version 20, whereas; qualitative data were analyzed through the Miles & Huberman Model of qualitative data analysis. Findings indicate that HSTs lack basic information about promotion policies as a result they do not get promotions on time. Besides, there are frequent changes in the promotion eligibility criteria at the policymakers' end. However, it was noticed that promotions are being done on a merit basis (but are delayed promotions) following necessary (fair) procedures in the district. The causes of delayed promotions are negligence of accountable officials, poor government policies regarding promotions, bribes demand by clerical staff, and also the inattentiveness of teachers in submitting their documents. The bottom line is HSTs are completely not aware of the exact promotion policies, they lack information that when their promotions are due. Therefore, HSTs of district Badin must be properly educated about the promotion criteria, procedure and policies. Training on promotions and policies must be given to them so that every individual teacher could be aware of the promotions and policies.*

**Introduction**

Promotion is the development of an employee that has a high range of salary, higher job, and high level of job responsibilities from one position to another position of the job. Employees who gain promotions move in an upward direction in the hierarchy of an organization. This can also indicate the capability to command, more duties and responsibilities, superior working circumstances, and a better working atmosphere. Mwijage (2015) argued that promotion is one of the movements to higher hierarchical levels. In other words; it is the mobility of internal human resources. The expectations of present personnel are satisfied by this kind of internal mobility. It is a crucial characteristic of the career of an individual. It normally comes up with bigger and better financial compensation rights. Mugweru (2013) explained that the continuous development of professions is largely promoted by successful organizations throughout the career of employees to attain the objectives, goals of the organization and individuals. Important tasks are taken by those people who are entrusted with significant jobs and responsibilities and development of professions which directs to the growth of personnel. Nyoni (2007) identified that the practice of promotions in public sector organizations is not properly told and explained to some employees of the organizations He also explained that most of the employees are unaware that after a specified period of services in the same position the specific employee gets the promotion. It was also revealed that some hindrances affect the promotions of employees in organizations such as; lack of merit, outdated notifications, bad record-keeping, and restriction of finance, lack of vacancies, and lack of employees' qualifications.

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Public sector organizations in education are facing too many difficulties all over the world. Likewise, such difficulties are also being faced by High School Teachers of Higher Secondary Schools of the education department at district Badin. Khatti et al (2010) argued that the education system at district Badin has always been less developed for its residents, the rate of literacy is very low at district in-contrast to other districts of Sindh and provinces of Pakistan but the more discouraging fact is that the aggregate admission of the students and the ratio of dropouts is very high till to date at Badin. Similarly, there is a very small number of public schools in the district and due to that small number of schools, lack of proper infrastructure, and required number of school teachers many children of the district are deprived of more education opportunities and facilities.

#### **Promotion of Teachers at District Badin**

Promotion is always a major concern for employees working either in public or private sector organizations, no matter at what levels they work; promotion is directly related to the satisfaction and performance of employees. Unfortunately, in developing countries like Pakistan still, various organizations have a lot of reasons and issues to timely promote employees promotion is still an issue for an employee whether they work at Multinational Companies (MNCs) or public sector corporations, in the same way, the timely promotion of HSTs of government higher secondary schools of district Badin is still a major problem being faced them. In most of the schools' employees (HSTs) are unable to get their timely promotions; as a result, they get dissatisfied. Moreover, rules, regulations, and policies of promotions in the department are regulated for the motivation of employees not to demotivate them; it is for the improvement of their performance. Keeping in view promotions and their policies regulated at district Badin, the researchers aimed to investigate the promotional policies and their impact on the performance of HSTs of public secondary schools at district Badin.

#### **Research Objectives**

1. To identify promotional policies of HSTs of public secondary schools at district Badin.
2. To explore the promotional procedures and criteria of HSTs of public secondary schools at district Badin.
3. To establish and explain the ratio of on-time and delayed promotions of HSTs of public secondary schools at district Badin.
4. To find out the hindrances causing a delay in the promotions of HSTs of public secondary schools at district Badin.

#### **Literature Review**

Wekesa and Nyaroo (2013) investigated the instability, unsatisfactory performance, and teaching tasks of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya due to poor remunerations to the teachers, as a result, many secondary school teachers were leaving schools because teachers felt uncomfortable working having low compensation packages. Furthermore, Chingos and Westb (2011) highlighted, the effectiveness concerning promotions of teachers that, more effective teachers have more tendencies to become the assistant principals or principals and there are fewer chances to take assignments of low stakes teaching positions. Such effective are engaging in teaching high grades subjects and classes. Effective teachers get more experiences and annual earnings by getting promotions at principal levels but future earnings remain discrete to the effectiveness of such teachers as a whole. Likewise, Nyakundi (2012), elaborated that employee's motivation is affected by satisfaction with the job. It was revealed in this study that teacher motivation is affected by the reward system, besides the opportunities of promotions and leadership impact over job satisfaction to a greater extent. The study also highlights that job satisfaction is influenced by teachers' promotion system to a little extent while job satisfaction is influenced by working conditions and the environment to a greater extent. In this study, 53% of respondents were strongly disagreed that the pay which was given to them was not according to the services they render. 93% of respondents indicated that teachers' training affects them for motivation while 71% emphasized teachers training improves their confidence. 47% of respondents were not satisfied with the learning materials available in the schools so that demotivating them. 47% of respondents were dissatisfied with the rules, regulations, policies, and management of schools. Similarly, Shaheen et al (2013) investigated that most of the faculty members of the University College Kotli, UAJ&K were disagreed with the policies of the administration of the university, as a result, faculty members were demotivated most of the teachers were not satisfied and motivated by salaries they were being paid.

Despite this most of the faculty members thought that the university administration was supporting them but still a large number of teachers were dissatisfied with the policies and accountability systems of the university. Furthermore, Wong and Wong (2005) emphasized the importance of teachers' promotion that promotion of teachers is a significant matter for school teachers and for school administration that ought to pay more attention. In business enterprises employee motivation is used as a common tool, along with the promotion, the remuneration system in such organizations is one of the important pillars through which the performance of employees is measured. Similarly, in the current system of education, the structure of payments to the teachers is comparatively fixed and it is difficult for principals to use the compensation system as a tool to motivate teachers. Therefore, the most significant tool that can be used by principals is the reward system. This study explored the problems in Hong Kong concerning the promotion of teachers. It concluded that the criteria of the promotion being used by other countries could also be applied in Hong Kong but there were some differences between principals and teachers regarding the value of these criteria. The discrepancies regarding gender also existed in terms of promotions of teachers in Hong Kong. Finally, the satisfaction level with promotion is quite low in Hong Kong and it has an impact on teachers' commitment towards their school. Mwijage (2015) indicated that there were some hindrances in the promotion of public secondary school teachers in Ilmela Municipal Council. Poor record-keeping, negligence of concerned officials, budget deficit, reaching the bar of some teachers, delay in getting Teachers Service Department (TSD) raised the number of issues in promotions of teachers. The challenges faced by teachers of the service department, human resource department, and municipal secondary education officials, and municipal directors were recognized. How there could be improvements in situations through both secondary and primary data from the case study. In the same way, Nyamubi (2017) analyzed the satisfaction of teachers' jobs in Tanzania. Eight secondary schools in two different regions of Tanzania were selected for conducting a research study. Results indicated that teachers were satisfied by both monetary and nonmonetary incentives such as community support. Teachers found satisfied with the payment packages through which the opportunities for the development of career, the contribution of their labor, the system of appraisal, promotions on time, working conditions are largely relined. Furthermore, it elaborated that friendship and cooperation of teachers with other co-workers and students also with community members improved their satisfaction in the teaching career. One important thing found concerning teachers' satisfaction was the success of their students though at or after the school period of students which indicated the sense of responsibility of teachers. Moreover, Mugweru (2013) investigated the implementation of promotion policies in secondary schools of North, West and Central districts of Nyandarua County and found that morale of teachers making many of them inquire about substitute opportunity to attain development of profession and achievement of personal goals outside the school system. Literature also indicated that divisions of work environments are less measured during promotions regardless of their great contribution to the performance of both teachers and students which are the standard criteria of promotion. Also, most of the research studies in Kenya have measured teachers' promotion with less importance dealing with it in passing as part of supposed major studies while the few particular studies tackle it in general terms with little actual support to clearly describe the situation.

Whereas according to Tahira et al (2017), there is a positive and significant relationship between the performance of teachers of elementary level and reward system, hence rewards are very important factors for teachers' motivation and performance improvement. Likewise, Simufwi (2017), analyzed that teachers' promotion and confirmation needs a lot of requirements which include the good performance of teachers, completion of the probation period, recommendations of supervisors, and other important academic and professional documents. The promotions and confirmations of teachers were not done on merit; as a result, demotivation of teachers occurred. Further, the procedures of promotions and confirmation of teachers' take place at a slow pace in rural and remote areas and the reasons for slow pace are inefficiency, the procedures of bureaucratise and recruitment of less number of staff at district offices. Some other reasons also played a vital role in slow promotions and confirmation of teachers, which included corruption, favoritism, tribalism, bribes, sexual favors, and other connections. All these reasons negatively impacted the performance of teachers at schools. As a result, teachers were demotivated and compelled to leave the schools. Consequently, it impacted the performance of students in those schools. Furthermore, Vardi and Quin (n.d) highlighted that many Australian universities provided better opportunities for promotions to

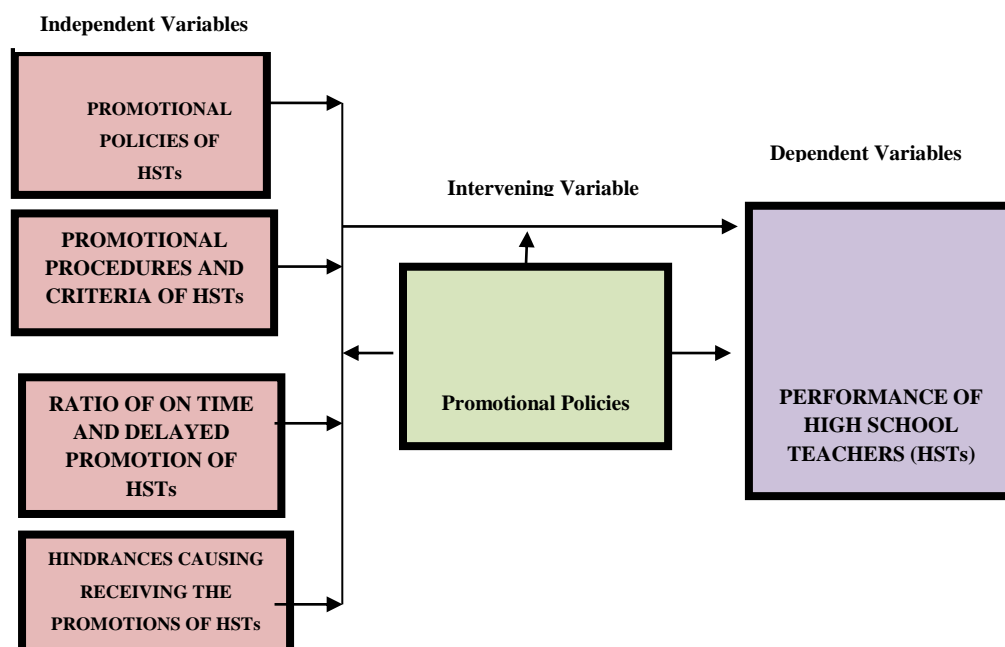
teaching staff. The research revealed institutional concepts that highlighted "promotions" and expectations of reward systems in the universities. It resulted in the scholarship of teaching and learning (SoTL) program of Australian universities. Similarly, Naureen and Park (2017) elaborated that the properties of incentives of promotion systems in China for public employees which introduced the complex systems of promotions of middle and primary teachers in China provided the empirical evidence which was linked with promotional incentives to efforts of workers in the public sector. It also examined that in China, incentives of promotions work as alternatives keeping in view the performance of teachers, but the fact is that it has received less intention. Mwamwenda (2000) investigated that most of the teachers at Transkei are dissatisfied with the promotions.

**Research Gap**

From the literature discussed above, it was examined that, the analysis of the experimental literature supported the objectives of the research and that research gap exists that has been discovered and it is the focus of study.

Based on the previous studies, adequate literature has been written on the promotions of employees and it has been revealed that there are many weak points in terms of promotions and policies of employees in many of the organizations. Though, observations which were generated from the review of the literature stated that the majority of the researches had been done on promotions and policies of public secondary school teachers concerning their experience, gender, type of work, promotions in the other government institutions, promotions of the banking sector employees, the issues and measures of employees' promotions in domestic and foreign government organizations and the components which contribute to efficacious procedures of promotions in public service management organizations, obstacles which teachers face for promotions and confirmations in different regions of the world. Also, it was explored that very slight attention was paid to the obstacles of promotions which are being faced by the teachers of public secondary schools, government policies, practices, procedures, and criteria. Furthermore, none of the research studies was found which emphasized the promotional policies of High School Teachers (HSTs) of public secondary schools of district Badin. Hence, it has been crucial to conduct the study on this overlooked dimension and to fill this gap. This research study is aimed to conduct on Promotional policies and their impact on the performance of High School Teachers (HSTs) of public secondary schools at district Badin.

**Research framework**



Source: developed by authors (2020)

**Methodology**

**Research design**

The research design used to conduct this study is comprised of qualitative and quantitative methods. Therefore, the qualitative and quantitative data were gathered using both secondary and primary data

sources. The secondary data were collected from key documents related to teachers' promotion and policy papers to identify actual causes of delays in HSTs promotion. Similarly, primary data were collected using a self-administered questionnaire survey to measure the response of HSTs about the promotion and policies to further discover and point out gaps in the promotion of HSTs of district Badin.

**Area of the Study**

The study was conducted in public secondary schools of district Badin, one of the largely populated districts of Sindh Province.

**Population of the Study**

The population which was targeted in this study was high school teachers (HSTs) of public secondary school which were promoted through procedures of promotion criteria and those teachers were projected to present the important information regarding the promotions and its policies. The population of the study was 591 high school teachers (HSTs) of public secondary school teachers of district Badin.

**Sampling**

The current study used purposive sampling (also known as selective, judgment or subjective sampling technique wherein researcher has to rely on her/ his judgment, while selecting members from the population as participants of the study) and simple random sampling techniques. (A sampling technique to choose a sample from a population, where every member is selected entirely by chance or every individual has an equal chance of being selected in the sample). Total 233 HSTs were selected from different public secondary schools of district Badin as sample size.

**Questionnaire development**

Besides, secondary data this study used questionnaires for primary data collection. As for as the questionnaire is concerned; a standardized and structured mixture of both the open and closed-ended questionnaire was used for data collection. The questionnaire was developed from the studies cited in the literature review section and was customized in the context of the research gap. The purpose of including the closed-ended questions was that they could provide specific responses from the respondents. While on the other side open-ended questions were included so that respondents could get enough freedom to express their opinions ultimate objectives of the study be obtained. Also, the main purpose of using the mixed method questionnaire was that it allowed the data collector to gather the primary data situated in huge geographical areas of the district. Proper procedures regarding the reliability and validity of the questionnaire were addressed in the preliminary stage of data collection by pilot testing, necessary amendments and incorporations were made before the complete data collection. Total 233 questionnaires were distributed to identified sample i.e., 233 HSTs of different public secondary schools of district Badin. Out of which 216 questionnaires were received back. Of 216 returned questionnaires 10 were incomplete or half-filled, which were excluded for the analysis whereas 206 questionnaires showing a response rate of 88.42% were used for data punching in SPSS.

**Data analysis**

Qualitative and quantitative methods were used to analyze the data which were collected through primary and secondary data sources. Quantitative methods included statistical details of data such as expressions in numbers, tables, and percentages. Analysis of quantitative information was done through SPSS (Statistical Package for Social sciences). While qualitative data were gathered through questionnaires and reviews of documents related to the teachers' promotion and policies. Analysis of qualitative data was done using Miles & Huberman's Model of qualitative data analysis.

**Results and Discussion**

**Demographic Information of Respondents:**

The demographic information of HSTs of public secondary schools of district Badin is comprised of gender, marital status, age group, education /degree, and teaching experience. The demographic information of respondents is described as follows:

**Table No. 1: Demographic profile of respondents**

Particulars		Frequency (No. of Respondents)	Percentage %
Gender	Male	165	80
	Female	48	20
	Married	193	94

## Promotional Policies and Its Impact over the Performance.....Muhammad, Abbasi & Banbhan

Marital Status	Single	13	6
	Others	-	-
Age Group	18-25	-	-
	26-35	10	5
	36-45	65	32
	46-55	109	53
	Above 55 years	22	10
Education / Degree	Bachelors	12	6
	Masters	194	94
	Others	-	-
	Less than 3 years	-	-
	03 to 06 years	09	4
Teaching Experience	07 to 10 years	41	20
	11 to 14 years	103	50
	15 to 18 years	20	10
	19 to 22 years	18	8
	23 to 26 years	10	5
	27 years and above	05	3
<b>Total</b>		<b>206</b>	<b>100</b>

*Source: developed by authors*

From the table above it can be seen that out of 206 respondents, 80% were male and 20% were female, the difference is quite big, as male respondents were more interested to provide the information as compared to female teachers. Marital status was divided into three categories; married, unmarried, and others, out of 206 male and female respondents, 94% were married and only 6% were unmarried.

The age group was divided into five categories, 18-25, 26-35, 36-45, 46-55, and above 55 years. Responses were provided as 0%, 5%, 32%, 53% and 10% from each age group respectively. Data revealed that most of the responses were given from the age group of 46-55 years old teachers, as this is the age group in which most of the teachers get promotions. As per the education/ degree is concerned, 6% of teachers were graduated while 94% were master's degree holders.

The teaching experience was categorized into eight categories, i.e. no one from less than three years, 4% respondents from 03 to 06 years, 20% from 07 to 10 years, 50% were from 11 to 14 years, 10% were from 15 to 18 years, 08% from 19 to 22 years, 5% from 23 to 26 years, while 3% from 27 years and above teaching experiences. This shows that most of the responses were provided by the teachers who had 11 to 14 years of teaching.

### Promotional Policies of HSTs in Public Secondary Schools at District Badin

To determine the policies and criteria of promotions of HSTs in public secondary schools at district Badin, the following segment in data collection was elaborated;

#### Promotion policy awareness in HSTs of public secondary schools at district Badin

It was intended to gather information about the awareness of promotional policies that are regulated to promote the HSTs at district Badin. After the survey and gathered data it was disclosed that out of 206 respondents; 168 (81%) respondents were aware of promotion policy as they replied "YES" they know about the promotion policy. While 36 (18%) respondents answered that they are not aware of it in the district. Whereas, 2 (01%) responded replied they do not know about the promotion and its policies. The following table reveals the data of awareness of the promotional policy.

**Table No.2: Promotional Policy Awareness in HSTs**

Promotional Policy	Frequency	Percentage %
Yes	168	81
No	36	18
I don't know	02	01
<b>Total</b>	<b>206</b>	<b>100</b>

*Source: developed by authors*

Based on qualitative data obtained from the respondents about the details of the policy which they had known, around 81 % of respondents provided the information that;

***“The policy is a time scale based; seniority-based for gazetted posts i.e. headmistress/ masters and other”***

## Promotional Policies and Its Impact over the Performance.....Muhammad, Abbasi & Banbhan

Upon getting the data about the acknowledgment of Sindh Civil Servants (Probation, confirmation, and Seniority) rules and regulations by the government of Sindh provided in the act of Sindh Civil Servants which are synchronized to promote the high school teachers (HSTs) at district Badin. After the data gathered through HSTs, it was revealed that from 206 respondents; 116 (56%) respondents were aware of policy while 70 (34%) respondents were not aware of the promotional policy regulated in the district, and 20 (10%) responded that they did not know about the policy of promotions. The following table reveals the data of awareness of the promotional policy.

**Table No. 3: Sindh Civil Servants Rules and Regulations Awareness in HSTs**

Sindh Civil Servants (Probation, Confirmation and Seniority Rules)	Frequency	Percentage %
Yes	116	56
No	70	34
I don't know	20	10
<b>Total</b>	<b>206</b>	<b>100</b>

*Source: developed by authors*

While asking the details of Sindh Civil Service rules from the respondents, they said that; "According to the Sindh Civil Services rules 1975, a person is appointed on probation for a period of one, two, or three years. This period may be extended, curtailed, or confirmed the services for the permanent job"

### **Sindh Civil Servants (probation, confirmation, and seniority) Rules**

The actual policy is described as under:

After review of documents and public notifications gathered through the official website of the education department regarding promotions of public secondary school teachers, the researcher came to know that the specific policy exists as per the rules and regulations of the provision of rule-10 (1) (2), Rule -11 (a) (b) (c) & (d) of the SINDH CIVIL SERVANTS (PROBATION, CONFIRMATION AND SENIORITY) RULES 1975, which is as under:

In addition to government instructions as contained in government letter bearing No. SO (S-II) I-205 (misc.) 2019 dated, 04-12-2019, forming of seniority the following guidelines may also be followed:

1. The date of appointment of a JST shall be considered from the date of regularization of regular appointment in the department and his/her seniority shall be reckoned from that date. This shall also be the date of entry in the department.
2. The seniority of JSTs BPS-14 (who have passed B.Ed.) for promotions to the post of HST shall be in the order of date of passing B.Ed.
3. The date of passing of B.Ed. of those JSTs who acquired the qualification/ Degree of B.Ed. before coming into present government service (Pre-service) shall be considered from the date of regularization / regular appointment.
4. In case of a tie the date of regular appointment of two or more JST, the seniority shall be determined in order of merit of selection authority if the merit is issued at the district level, otherwise, it will be determined by provisions as contained in sub-rule (d) of Rule-11 of the said rule that a person is older shall be ranked senior to a person younger in age.
5. The seniority shall be prepared on the seniority format issued by the government's letter No. SO (S-11)-205 (misc.)/2019 dated 04-12-2019 duly endorsed by this Directorate vide letter dated 19-11-2019 adding a column of date of passing B. Ed to bring uniformity of seniority list on the prescribed letter in all nine districts of Hyderabad region.

### **Promotional Procedures and Criteria of HSTs at Public Secondary Schools at District Badin**

#### **Promotion procedure awareness in HSTs of public secondary schools at district Badin**

Questions were asked from the HSTs regarding the awareness of procedures that are followed to promote HSTs from one level to another. Upon getting the information through the questionnaire; it was revealed that 139 (67%) respondents knew the actual procedure which is followed at the time of promoting the teachers at public secondary schools of district Badin; while on the other hand it was informed that 67 (33%) respondents were unaware of the procedure which is followed to promote them. Following table shows the data regarding awareness of promotion procedures in numbers and percentages:

**Table No. 4: Promotion Procedure Awareness in HSTs**

Promotion procedure awareness	Frequency (No. of Respondents)	Percentage %
Yes	139	67
No	67	33
<b>Total</b>	<b>206</b>	<b>100</b>

Source: developed by authors

Based on ground realities, it was observed that the respondents who responded about the awareness of procedures of promotion were not aware. They were mixing up the criteria with procedures; for instance, they responded on the question of procedure that,  
*“There are no procedures used to promote the teachers”*

While other respondents revealed that;

*“The procedures of promotion are time scale, seniority, qualification and age factor”*

While some others responded as:

*“The procedures of promotions are seniority, professional qualification and vacancies”*

**Promotion criteria awareness in HSTS of public secondary schools at district Badin**

It was aimed to retrieve the information about the criteria which is regulated to promote the teachers of public secondary schools at district Badin. It was discovered that 178 respondents (86%) were acknowledged about the criteria used to promote them in their district whereas; 28 respondents (14%) were not aware of the actual criteria of promotions in their district. The following table shows the data:

**Table No. 5: Promotion Criteria Awareness in HSTs**

Promotion Criteria	Frequency (No. of Respondents)	Percentage %
Yes	178	86
No	28	14
<b>Total</b>	<b>206</b>	<b>100</b>

Source: developed by authors

Through the data, it can be observed that most of the teachers of district Badin were known about the criteria which are used to promote them from one level to another. 86% of the respondents who were aware of the criteria said that that;

*“Same criteria which are regulated in the Sindh Civil Servants (Confirmation, Probation and Seniority) Rules, 1975 is being used in the district i.e. promotions are done according to professional degree/ qualification, seniority (age factor) and (vacancies) available posts in the district”.*

On the other side, it came to know by the responses of HSTs of district Badin that:

*“The criteria for promoting the teachers at district Badin changes time to time, for instance; in the previous few years, the professional qualification (B.Ed.) had been set the top priority for promotions. Teachers had been promoted based on their B.Ed. degree done in the earlier periods. But now the recent promotions had been done based on age factor i.e. the most senior in the age is promoted first.”*

**The ratio of on-time and delayed promotion of HSTs of public secondary schools at district Badin**

One of the facts which were intended to know regarding the promotions of high school teachers (HSTs) in public secondary schools of district Badin was whether the promotions are done on time or delayed. Retrieving the information through the tool of questionnaire it came to know that disappointingly promotions of high school teachers (HSTs) of public secondary schools of district Badin are done delayed. 156 (75%) respondents revealed that promotions are done delayed whereas 50 respondents (25%) said that promotions are done on time. From this information, it can easily be observed that the ratio of timely and delayed promotions of high school teachers (HSTs) of public secondary schools of district Badin is quite big. Upon getting the data from respondents, the following table is created to show the data in tabular form:

**Table No. 6: Ratio of Timely or Delayed Promotions**

Ratio	Frequency (No. of Respondents)	Percentage %
Timely Promotions	50	25
Delayed Promotions	156	75
<b>Total</b>	<b>206</b>	<b>100</b>



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*Source: developed by authors*

**Reasons for delayed promotions**

Since 75% of teachers responded that, promotions of high school teachers (HSTs) are not done on time at public secondary schools of district Badin. The aggregate results which are derived from the responses show the following reasons for delayed promotion;

*“Reasons for the delayed promotions might be the number of vacancies exist in the district, as promotions are done when vacant seats are to be filled and provided”*

Some respondents explored that;

*“There is the negligence of responsible officials, consequently delay in promotions takes place, there is the huge demand of cash from the side of clerical staff, and such acts of clerks are also the major reasons of delay in promotions. The policies of the government have also seemed poor, even the late filling from the side of teachers is the reason for delayed promotions”*

**Impacts of delayed promotions on the overall performance of teachers**

Upon asking the open-ended questions regarding reasons for not being promoted on time or delayed promotions are aggregately retrieved from the respondents as;

*“Delayed promotions create lack of responsibility amongst teachers, as it is fact that due to the promotions the monthly salary of teachers also increases, but in delayed promotions, teachers face some financial issues as well.”*

While some other respondents explored their views as;

*“Delayed promotion creates anxiety for teachers, disappointments, insecurity and mistrust over authorities, whereas; on time promotions lead a teacher achieving honor and goal also, creates a sense of responsibility and satisfaction among teachers.”*

**Practice of promotions: fair or unfair?**

It was very crucial to know the practice of promotions whether fair or unfair to the high school teachers (HSTs) of public secondary schools of district Badin. Out of the 206 respondents; 177 teachers responded to it as fair while 29 said it unfair. The majority of the respondents consider the promotions fair which is practiced at district Badin. Responses are shown in the following table:

**Table No. 7: Promotion Practices**

Promotion practice fairness	Frequency	Percentage
Fair	177	86
Un fair	29	14
<b>Total</b>	<b>206</b>	<b>100</b>

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*Source: developed by authors*

**Reasons of unfair or fair promotions:**

Since 177 (86%) teachers responded that the practice which is done for promoting the high school teachers (HSTs) of public secondary schools of District Badin is quite fair and done within the circumstances of justice. While asking the reasons for fairness, the aggregate responses from the respondents are given below:

*"The promotions are fair in a sense that it fulfills the criteria of promotions that eligible candidates come first for promotions"*

More of the respondents elaborated that;

*"The practice which is being offered regarding the promotions of public secondary schools of District Badin is fair because to promote the teachers; the tentative list of teachers prepared first then it is displayed for candidates to meet the criteria. After the discussions and meetings with the competent authority, the final list is issued."*

Some of the teachers said that,

*"It is treated fairly as data and files are collected for promotions proposals with a complete analysis."*

**Reasons of unfair promotions**

Respondents indicated that,

*"Promotions are unfair because it takes time for concerned authorities to start the procedures of promotions at the district. The constitution of promotion committees becomes late to promote the teachers".*

**Hindrances in the promotions of HSTs of public secondary schools at district Badin**

It was intended to know the difficulties which are faced by the high school teachers (HSTs) of public secondary schools of district Badin in receiving the promotions. Based on the data collected from the

respondents, it came to know that out of 206 respondents; 155 (75%) said that there are no hindrances related to receiving the promotions; while on the other side 51 respondents (25%) said that the difficulties are being faced by the high school teachers (HSTs) of public secondary schools of district Badin. The data is shown by the following table;

**Table No. 8 Hindrances in Receiving Promotion**

<b>Hindrances in receiving the promotions</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	51	25
No	155	75
<b>Total</b>	<b>206</b>	<b>100</b>

*Source: developed by authors*

Based on the responses regarding the hindrances being faced by the high school teachers (HSTs) of public secondary schools of District Badin, the difficulties which were revealed are as follows:

**Timely changing rules by government**

The rules of promotions comprised of the criteria to promote the high school teachers (HSTs) of public secondary schools of district Badin changes time to time by the government.

**Late formation of committees**

Another challenge that was revealed by the respondents was the constitution of promotions committees not on time, as a result of this, the promotions of high school teachers (HSTs) of public secondary schools of district Badin are being late and facing the hindrances in getting their promotions in their entire life of profession. According to the respondents, this is because of the negligence of responsible authorities in being late to get the promotions.

**Suggestions for improving the conditions of promotions**

Valuable suggestions were needed from the side of respondents to improve the circumstances of promotions practices and implementations so that the high school teachers (HSTs) of public secondary schools of district Badin should be promoted on time without facing any hurdles and hindrances. According to the survey, around 81% of respondents suggested that the steps and cases taken to promote the teachers should always be on time and treated fairly so that the promotions could be done according to the criteria provided by the government, and every teacher of the district should be promoted without facing many difficulties and can get the benefits from their professional services. Another 52% of respondents suggested that the formalities and procedures for promotions should always be carried out by the department and concerned authorities, teachers should never be asked to fulfill the reports and required materials.

47% of teachers suggested that the data of teachers for promotions and record-keeping should be online and information should be up to date for keeping the data more accurate to avoid the loss of data of teachers of the district.

Around 88% of respondents gave the suggestions that templates formats of leave, promotions, or others should be available at the website and after forwarding by in-charge/ HM, the concerned officers should attest/ consider it without the involvement of clerk for bribe or delay hurdles.

Most importantly, 91% of teachers suggested that in the district every teacher of public secondary schools should be aware of the criteria and procedures which are followed to promote the teachers since according to this survey 14% of the teachers are not aware of the promotion criteria and 33% teachers are not aware of the procedures of promotions implemented in the district. Moreover, around 79% of teachers suggested that promotions should be done according to the seniority of employees as in education department there is the number of the teachers who have spent most of their time in the department and are experienced too but they don't get promotions on time.

**Conclusion**

This study provided experimental evidence regarding promotional policies and their impact on the performance of HSTs of public secondary schools in district Badin. The study involved 206 respondents out of which 165 were males and 48 were females. Respondents were HSTs from different public secondary schools of district Badin. All of the respondents were selected randomly for data collection.

Based on the data collected from the HSTs of public secondary schools, it was disclosed that the promotions of teachers at district Badin are not done on time, it took time for teachers to promote from one level to another. Sufficient delay occurs in the constitution of committees from the side of higher authorities, as a result of this, teachers are lately promoted and ultimately it impacts their

overall performance and creates disappointments. According to the respondents, delay in promotions is because of the negligence of responsible officials, poor government policies, bribes demand by clerks and teachers' unions in the district. The study revealed that not all of the HSTs of the public secondary school of district Badin were aware of the promotional policies which are followed to promote the teachers. According to the survey results, only 81% of respondents were aware of the promotional policy rendered in the department. While 18% of respondents, knew the policy but they did not. Rests of them were unaware of the policy of promotions. So far as the promotional procedures and criteria are concerned, the study revealed that only 67% were aware while 33% were unaware of the procedures used for the promotions of teachers. 86% were aware of the criteria of promotions while 14% were not, which indicates that not all of the high school teachers (HSTs) were being educated and explained about the policies, procedures, and criteria of promotions of teachers at the district. As far as the practices of the promotions are concerned, 86% of respondents revealed that it is practiced fairly in terms of the criteria and policies of promotions. As per the data collected, 75% of respondents revealed that there are no hindrances were being faced by the teachers regarding getting their promotions while 25% indicated that hindrances occur in promotions in terms of changes of rules by government and late constitution of promotion committees.

High school teachers (HSTs) were requested to provide their valuable suggestions in terms of improving the situations of promotions at district, according to them; the procedures of promotions should be on time and treated fairly, procedures and formalities should be managed by concerned authorities, not by teachers themselves, the information and data of teachers should be online for more accuracy in results, every teacher of the district must be aware of the promotions policies, criteria, and procedures; the promotions should be done based on seniority of the teachers.

The limitations of this study are that the current study has been carried out to investigate the promotion of HSTs at district Badin only. The study only focused on the HSTs, whereas, it does not include JEST, JST, and other categories of public sector school due to self-funded and limited time perspective. In the future, a study about the promotion of teachers i.e. HSTs, JSTs, JESTs at province or national levels may help to understand promotion issues of public sector school teachers in Pakistan.

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