SELECTION PROCESS FOR PRINCIPALS IN NORTHERN PAKISTAN: KEY ISSUES AND NEW DIRECTIONS

Uzma Quraishi[1], **Fakhra Aziz**[2]

[1]Professor of Education, Lahore College for Women University, Lahore, &
[2]Assistant Professor, Lahore College for Women University, Lahore,
PAKISTAN.

[1]uqr202@gmail.com, [2]fakhra.aziz@lcwu.edu.pk

ABSTRACT

The purpose of this paper is to discuss the key issues in the principal recruitment and selection process in Northern Pakistan and propose a model to improve the policy and practice.

Design/methodology/approach - The study was qualitative involving face to face interviews with principals, policy makers and selectors to identify key influencing factors in the selection and appointment of school principals. The perceptions of principals and other stakeholders involved in the recruitment and selection process of individuals as school principals were seen important to identify area of improvement in the current recruitment and selection process. More specifically the study focused on the selection process in school system in the country to suggest an improved model.

Findings - reveal that more inclusive and transparent selection processes are needed to be evolved to select appropriate persons as principals and school leaders. A model is proposed to address issues related to the recruitment and selection process.

Practical implications- Principals play a central role in the overall development of schools and teaching-learning process. Appropriate principal selection is crucial to improve over all school performance. The paper discusses how the recruitment and selection process could be improved in the light of perceptions of key stakeholders.

Originality/value – Research into exploring principal selection and recruitment process is nonexistent in the context of a developing country such as Pakistan. This research informs not only inform about the current practices and paradigm, but attempts to provide future directions for redefining the principal selection process and related policy making, when applied to aspirants, candidates and incumbents in the system.

Keywords: Principals, Principal selection process, Northern Pakistan, Schools

INTRODUCTION

Principals have a significant influence on the effectiveness of their school and academic achievement of students (Boe, 2001). Internationally, there is more attention focused on finding ways to improve the quality of leadership in schools and school system (Atkin, 2004). The nature of education today in the 21st century environment is influenced by economic concerns requiring change in the level of student outcomes (Alam, 2002) more so in developing countries. In these countries growing gap between the rich and poor, and demand for politics of increased citizen participation poses new challenges to educational leadership, more so in the context of the role of school principal. The post modernist organizations require change in roles, relationships and responsibilities (Boe, 2000). The result is a challenge for school principals to replace the traditional focus on change and the way schools are perceived (ibid). The existing bureaucratic system of administration is no longer functional nor it is relevant for present times (Quraishi, 2005).

The selection of right persons as principals is, therefore, crucial for building and sustaining effective schools (Anderson, 1991; Bjork &Ginberg, 1995; Chapman, 1999; Berlnthol, 2000; Brooking et al, 2003) . A well designed principal selection process can ensure encouraging the right kind of individual to apply for the position and increases the likelihood that the most appropriate individuals are appointed to these senior leadership positions in schools (Kwan and Walker, 2009).

Internationally the issue of difficulty in attracting quality applicants to the role of principal is well-established through educational research (Murphy, 1997; Coldwell, 2000). In the United Kingdom, United States, Canada and New Zealand many principal position have to be re-advertised with few successful recruitment / appointments (Coldwell, 2000). The pool of available candidates who are willing to consider the principal's positions as a career appears to be reducing (ibid). As Caldwell (1997),notes principals play important role in school reform.

Brooking, et. al. (2003) assert the need for better ways to attract appropriate candidates for the position of school principals whilst pointing towards the situation in New Zealand where there is a growing concern for the lack of individuals applying for the position.

In this context recruiting and selecting capable candidates for school leadership position may be the most important task facing the educational stakeholders (Drake, 2003; Kwan and Walker, 2009). More careful recruitment and selection process is now a necessity for countries looking to improve their school systems. In this competitive and demanding times it is essential that the best candidates is not missed (Zakaiya, 1998). Despite the massive investment in leadership development programs across the western countries, increasing shortage of adequately prepared principals continues in the face of challenges confronting public schools (Canadian Association of Principals, 1999). Goodlad and Dentler (2000) stress that preparation and grooming of principals should start long before they are needed and thereby developing a pool of qualified candidates from which to select the most competent and best for the position of school principals. In recent years there has been an increased awareness of importance of the school principals (Daresh, 1997). As the demand for better school continues, leaders in education like leaders everywhere, face challenges that result from a new socio-political and cultural context, characterized by extreme pluralism, profound technical innovation and globalization. Developing countries face a greater challenge as their political systems are still evolving.

In many schools system, the principal selection process is subject to intense internal and external pressure that impact efforts to employ individuals on the basis of qualities they posses. In the US superintendents are sensitive to local politics and to the political composition of the local school boards (Sharp, 1996). One promising way to improve the schools is to identify and lower the system barriers to search appropriate and able peoples, which is possible by selecting committed educators with leadership qualities who may not be seeking leadership roles because of constraints in the system.

Principal Selection in Pakistan

In Pakistan the public education sector faces a paradox towards the school leadership preparation, recruitment and selection process. The public education system confronts a huge challenge amidst a feast of 'teaching certified' school leaders (Earley, 2004). This situation has emerged from an arrangement that annually recruits and selects several senior most teachers as school principals who often lack training as well as specialized qualification in school leadership (Shah, 1999). Hence it's time to think about a different solution or alternative paths for recruiting the school principals (Alam, 1996).

In Pakistan's education history the qualification for school principals has not been clearly and professionally specified. It has become more common that senior teachers within the teaching profession have been promoted as school heads based on their seniority and previous performances as teachers (Policy selection documents Islamabad, 75% vs. 25%). It is assumed here that such aselection policy may have caused school administration emerge as a formal teaching and research area in few leading institutions of Education in the country. Empirical evidences regarding the number of applicants on leadership positions show that the core issue is not quantity. The provinces have the plenty of school administrators, applying for the job is often more than vacancies; however the main concern is around the quality of applicants (UNESCO Report, 2004).

The weakest threads in the fabric of school leadership selection process is found closed- merit selection policy, which has been referred as system barrier (11EP Report UNESCO, 2004). UNESCO report (2004) recommended to improve recruitment and selection process for entrance in the profession through early identification of potential candidates; introducing a system of mentoring and developing a motivating career path and by offering professional development opportunities. Therefore, it can be argued that promising reforms should of course be undertaken in the traditional approach for recruiting and selecting the school principals, however, that cannot be the whole story, as the needs are so great. In school leadership, as in teaching, the education policy makers must also try for new approaches in selecting the principals. the policy makers have also recognized the need to provide a seamless continuum of professional training throughout the leader's current path (National Education Policy, Pakistan 1998-2010).

Lashway (2003) proposed that every modern proposal to reform, restructure or transformation of schools, emphasizes effective and fair selection process as a primary vehicle in efforts to bring about needed changes. However, the selection process of school principals is a series of fragmented promotion of senior teachers within the teaching profession, that is, four-tier-promotion policy in school education system in Pakistan (B-17-18-19-20).

The international research evidence (Early, 2004) shows that all principals require to obtain licenses of pre service training before they take the leadership position. This practice does not occur in the current public education sector in the country. This study support the notion that such a system should be established that allows a wide array of talented, creative and committed individuals to take up leadership roles in public Schools. This does not mean scrapping the standards, to the contrary education standards would hold the school leaders to the highest standards, but these should be stated in terms of school effectiveness, not the paper credentials (like BEd, or MEd exits in selection policy), possessed whoever occupies the principal's or Director's Chair (Sikua, 2002). It is important to streamline the selection process, so that the best qualified candidate can be selected in public schools. While the teacher's self selection for advance professional trainings is also a system possible inhibitor for potential school leader who automatically move up the pay scale. This self-selection policy does not necessarily to enlarge perceptions of professional growth.

The current selection process has been criticized for being flawed (Aktin, 2000). The selection process for school leadership needs to be scrutinized and transparent. There is a concern commonly expressed by education stakeholders regards the lack of effectiveness and efficacy in school leadership and management of schools throughout the country (Education Review Paper Ministry of Education Islamabad, 2006).

In view of such concerns it may be argued that there is a need to explore with principals their perceptions of the prevailing issues, inhibiting effective recruitment and selection of school principals in the country. The information gathered from this study has the potential to assist the policy makers in formulating the system and procedures for effective recruitment and selection of school principals throughout the country.

If effective leadership is a crucial factor in enabling teaching and learning, it is essential that school leadership selection process is well understood, developed and implemented (Murphy & Shipman, 2003). The key questions focused in this study are: a) what are the current selection and recruitment standard for hiring school principals in both national and international contexts? b) What are the challenges for the role of the principals? c) What qualities do the recruitment board look for when selecting a principal? d) What are the inhibitors that affect the recruitment process?) What alternative selection models could be evolved for better practice?

METHODOLOGY

This is a qualitative study focusing on naturalistic perspective and interpretive understanding of human experience (Punch, 1998; Denzin& Lincoln, 1994; Roger and Bouy, 1999; Burns, 2000; Creswell, 2003; Silverman, 2005). The study draws on in-depth semi structured interviews with educational practitioners including, school principals, Education Ministry officials from the district Gilgit, Northern Areas of Pakistan (Table 1 and Table 2). Northern Areas are federally administered Areas of the Government of Pakistan. Therefore, federal Government policy regarding the recruitment and selection of secondary school principals is implemented in these areas.

Table1. Pricipals as participants of study

Participants	*Reference Code*	*Number*		*Cadre*		*Level*
		Male	*Female*	*Seniority*	*open merit*	*Secondary*
Principal	P	10	Nil	5	5	10

in order to get a big picture about the research problem, in addition to principals, four other education stakeholders were selected for interview because these stakeholders were responsible for recruitment and selection of principals in secondary public schools.

Table 2. Other participants of study

Participant	*Reference Code*	*Position*
Stakeholder	S1	Education Director
	S2	Deputy Secretary Education
	S3	Representative Federal Public Service Commission
	S4	Representative of interview conducting committee

Ten questions were developed after extensive review of literature and relevant documents. The key elements of the research protocol was the recruitment and selection policy, procedure, standards of selection process, nature of interview panel, and different issues which affect the process in any way. Some relevant documents were with the research settings, including public documents and personal documents (Harris, 2000). These documents were:

a. Appointment policy and rule for principals,

b. Recruitment and selection criteria for the principals,
c. Terms and references for principal,
d. Job description manual for principals,
e. Advertisement paper for principals,
f. Interview process including written test and interview.

These documents were analyzed to understand the practice and situation within which practice occurs (Jarvis, 1999).

The interviews were audio-taped and listened through prior to description. During the listening time, memos were made about what was heard from the data, and tentative ideas were generated about relationships between different emergent themes. Interview notes were also taken during the interview process for better clarification of the concept. Further, the interviews were coded and analyzed and themes were developed to finalise the research findings.

FINDINGS

The following common findings / results emerged impeding in recruitment and selection process of principals for schools.

Gaps in Recruitment and Selection Policy

The interviews revealed that there is a need to reform recruitment and selection policy and practice. A common issue raised by majority of the principals (7 out of 10) was inadequate selection policy, (instead of open merit-based). They claimed that most of them were selected to their positions on the basis of merely lengthy teaching service. They never appeared in recruitment and selection test or interview process for headship. It would be common for many principals to be promoted on seniority background.

One principal, (P1) recalled that he was promoted because of his long career of teaching in schools ‘I had not adequately prepared for this crucial and demanding job by my education authority’. Similarly a senior principal commented:

> I was promoted because of seniority, as compared to others in education department. I can vividly remember being handed over a selection letter and was asked to take up the position, immediately. I had only very limited experience of school leadership and management at the school. I guess, this was the same with most of our colleagues, head teachers throughout the country. (Principal - P2)

Some participants suggested review of the current policy on recruitment and selection, as an experienced principal (P7) said:

> It would be nice to review the current recruitment and selection policy, and let it be opened to all candidates, remove the inhibitors in the policy. I am too tired, because of my long service. I cannot cope with such issues in a meaningful and professional way- the policy appears to be unfair. Most of the principals showed an increasing concern over the imbalance in the policy.

A senior head teacher (P10) said that experience alone cannot guaranty that the person will be able to take up the challenge of the position of a principal, the education department should try to attract best individuals and expand the pool of candidates. The above views clearly suggest that principal selection purely on the basis of seniority poses some problems as this does not ensure that the person selected is competent for the role and position.

A Need for Transparency and Legitimacy

All principals interviewed in this study felt department’s selection process failed to produce high quality principals in education market. This failure not only results in negative effects such as lower program quality but also result in principals themselves under estimating the knowledge skills and deposition that a principal should possess as a professional.

Most principals (8 of 10) interviewed, spoke of the importance of transparent process in selecting the teachers for professional/principal preparation programs like M.Ed or MA Education, programs. They felt that education department faces a dilemma in teacher's selection process for advance professional trainings. Department do it either on the basis of length of teaching service or personal decision of the candidate (personal access of the candidates):

> I do not believe, having a long teaching experience does not necessarily mean that a person can the best head teacher of a school. There are some people in the schools who are new ones, but they have a lot of leadership skills and may be potential candidate for higher professional trainings. And sometimes I think those people are getting left out of the training, when they are infecting the best candidates for the leadership training. (Principal – P1)

The principal implied that emphasizing on the merely service criteria, might result in a surplus of unqualified leadership candidates. He pointed out no attention was given to the factors associated with leadership potentials.

Another participant (P2) said:

> I was a beginner teacher, and soon selected for the professional course, because my immediate supervisor was kind to me and recommended for this professional training. Soon, after the completion of the course, I was selected for principal through recruitment tests, because I fulfilled the criteria.(Principal – P2)

The above views reflect nepotism and whimsical nature of how individuals have access to professional development and training. In short it was evident, from some of the views expressed that some nepotism was involved in selecting the teachers for professional preparation program. All the principals were more concerned about the admitting candidates to the leadership programs with minimal potentials.

Most of the principals agreed upon a core message that education department and universities should select personal who are high-performers who have demonstrated that they can improve student’s achievement and school, rather than selecting persons who have no experience of and/or ability to raise academic performance.

Restructuring of the Selection Process: Two Path Selection Process

The document’s review and interviews indicated that there are two paths for entering the principal’s position. First path is seniority based promotion, closed –merit selection (75%) where the education department directly promotes the most senior teachers while the second path is open-merit based selection system (25%) for internal younger teachers, and external candidates. The interviews indicated that the most common source of principal candidates is most senior teachers who are largely selected to principalship. This policy can be said as closed-selection policy. This System does not target to control candidate’s quality, dispositions, and potentials to work in a school that need them most.

This system raises concerns about the equity. Equity applies not only the opportunity for merely senior teachers to attain the leadership position but also to opportunity for internal younger potential teachers and external potential candidates to compete an open market for a position in which they can succeed. In this traditional closed model of selection, instead of knowledge, and skills, education department often rely upon the subjective measure of 'good fit' that can include candidate's years of teaching and other technical reports. Such selection practices produced a big pool of unqualified head teachers. The hiring process should be opened apply, clear vivid criteria and follow systemic process, and then there will be more diversity and greater credibility in the process. Thus opening the hiring process and setting specific standards is an effective way to combat some of the immediate quality concerns that system of cronyism encourages:

> At the time of promotion I needed five years ACR, which usually have been placed in centre office. But my ACR of these years were not completed properly. I was asked to submit my ACR on due date. I went to evaluator's home and made the signature.(Principal -P7)

The existing ACR or performance appraisal system was also pointed out to be aimless and faulty. A young head teacher pointed out:

> We have very old performance appraisal system which is not formative process where we cannot share our ideas with the appraiser. He said this system does not expose the performance of a person. (Principal - P10)

In short, majority of the respondents showed great concern over the unnecessary poorly organization of this appraisal process, which also led to issues regarding the quality of head teachers for selection in schools. Seven out of ten principals in research said written test and interview techniques used are now obsolete. All principals identified the following as crucial to the selection processes:

a. Job description and person specification.
b. Written test
c. Interview process

Job Description and Person Specifications

Currently, aligning Job descriptions and person specifications are not aligned to select the appropriate person for the position of principal. The participants emphasized the need to clearly design the job descriptions and person specifications for this very important position in schools.

Written test

All principals argued that there should be some place for subjective test which is essential to judge the creative and understanding skills, analytical and synthetic skills.

Interview Process

Interview process is an opportunity for both interviewer and interviewee to learn more about each other. It allows the interviewer to assess the applicant's personality, character, skills and ability through reliable questions. All the principals expressed concerns over the interview procedures, according to them interview process was irrelevant and unauthentic:

> I have completed B.Ed and M.Ed courses from university. But I really was shocked by the interview questions. All questions were irrelevant and mostly the questions were about wars and English grammatical terms. During my whole interview process, I didn't hear any professional questions from panel members, this embarrassed me. I felt that there was no education expert in the panel. All questions

> were inconsistent and factual knowledge based. He stressed that interview should be a learning activity and questions should explore the potential of a candidate, but it did not takes place. (Principal, P3)
>
> Usually our panel comprised of three members, one member from education department and two from commission. Education department send their expert. The other two members may be from any background. When asked about the structure of questions, he replied, sometime we have pre-determined questions, but sometimes we do not have. When asked about focused areas or standard he replied, we have no prescribed standards, but however we try our best. It was felt during the interview, that the stakeholder was more reluctant to describe the real situations, which is a tradition in public sector. (Education Official)

From the above interview quotes it is evident that interview process is certainly inadequate. All principals were strongly concerned about the inappropriateness of the process. From the comments of the principals it was clear, that one promising way to improve schools is to lower the barriers in the selection policy to enter for prospective potential leader, for school headship, to search high and able candidates, to provide them the knowledge and skills, and they need to lead the schools. The documents revealed that in the current closed selection model (seniority –based) 75 percent head teachers are required to hold only B.A/B.Ed, in order to be assigned principalship. While in open-merit-based selection, the candidates are required to hold a master degree in any subject with B.Ed.

Professional Preparation Programs are Irrelevant and Outdated

The professional courses / trainings were thought to be irrelevant to the needs of schools. It was suggested by the participants that these professional courses should be upgraded by expanding job-related skills, by using a problem-based learning approach and field experiences. Principals must have such preparation that help them gain greater knowledge of a variety of leadership skills and styles as well as knowledge about the role of a school in a community, how principals work effectively with community partners. According to Marshal &Kasten (1994) in case of the US, many superintendents look for appropriate fit between the community and candidate. This means candidate's ability to network with various personalities, cultures in diverse contexts. There seems to be a consensus in the literature that suggests that special preparation is needed for school principals and leaders (, however, questions such as; how much preparation and what kind of training, are not easily resolved (Sergiovanni, 1991).

Principals need to be strong change agents to make schools efficient and more effective in terms of relevance of the curriculum and linkages with the community. Currently, the training of principals, by and large, does not have development of such personal skills to transform theory into practice:

> The quality pool is increasingly shrinking. I think it is going to be very difficult to find quality leadership for public schools. In our area which is pretty rich with people/teachers with advance degree and with aspirations, we have done okay, but I think that the field of potential candidate is definitely shrinking. I have no shortage of certified candidates and have high professional degrees holders, but I do not feel any unique difference in them as others, less certified courses. This is what; I believe it is of traditional model, not of clinical model courses. He said there is an urgent need to build a bridge between the theory and practice.(Education Official – S4)

These views echo Boe's(2001) argument that theoretical knowledge and information about this may not be useful unless accompanied by skills to implement that knowledge and vice versa. 'It takes professional qualifications, it takes the personal qualifications and it takes a commitment' (p.16). The current teacher education programs in Pakistan, do not appear to recognize the need to create a synergy between knowledge and skills to be effective practitioner, more so for the position and role of a principal.

Bureaucratic Systemic Barriers in Reforming the Selection Policy

There was a common consensus among the respondents/participants that the system is by and large, resist in reforming the selection policy for school heads:

> There are some individuals at upper management who are using their involvement influence for their own personal interests. This is not really benefiting the system. Instead they discourage the effective people entering the system, who are genuine. It challenges for them so they are dependent on the persistence of the traditional system. In the end it is the schools that is feeling the brunt of this. (Principal - P7)

This accounts from the respondent's innate feelings how internal factors can be hindrance to someone who is trying to introduce innovative pathways in the system.

A senior policy maker said:

> I think you are going to see synergy and a change in the process and this is really we're not in it. If we are going to open up the opportunities or process for everyone, then we could be doing more preventive work rather than continue with the practice because it is convenient. We are not saying that this is the model open for all… I have huge concern about entering profession, this have an adverse effect on school effectiveness.

This perception unlocked an interesting implied factor that there are internal elements in the system that resist change:

> I am strong supporter for reforming the process, but we have to face the pressure from department teacher's cadre and teachers union. You know! We are facing many such selection cases in the service courts. There, those runs for many years. Then it becomes more complicated for us. Therefore we have agreed with traditional selection system.(Education Management Official- S1)

In short there was a widespread recognition across the public education sector that there are systemic procedural barriers and elements that inhibit any reform process.

Uneven and Spotty Roles and Responsibilities for School Principals

There was a wide spread concern among the respondents that the existing roles and responsibilities are spotty and unprecedented. They argued that principal is no more than a supervisor:

> I do not think that there is any question that leadership is at the top and filters down. But most of our school functions with inferior administrator or supervisor. I have to look after the building maintenance; account maintenance and keepingthe school record well, as well keeping the attendance of teachers and students. I have no authority to change the textbooks and curriculum. My role is to receive and convey the directive from central office. I am mediator between the central office and school community. (Principal -P1)
>
> As a matter of fact that I do not visit classroom for teachers assessment, it is useless, because it has no impact on teachers professional career. I fill the Annual

> Confidential Reports (ACR) of all teachers, at the end of the year. I am not alone, but the same practice is in all public schools. (P9)
>
> The above views indicate that the roles of the principals have not been officially defined for academics and are largely focused administrative responsibilities: a) We have prescribed roles and responsibilities for head teachers (TOR), which all head teachers have, and they are working accordingly. I have a personal belief, that a good administrator can run the school more effectively. (Education Official -S3)

Therefore, it is important to redesign and clearly define the roles and responsibilities of the head teachers in the schools. More importantly the recruitment and slection criteria has to be clearly defined and made transparent in order to attract appropriate candidates and also indicate what is required of an effective school principal in terms of administrative and academic competence.

Minimal Professional Qualification and Low Standard for Principals

Recently, there is a great emphasis internationally on the quality of the schools and school leadership. This demands higher standards of pre-service and in-service training as well as higher standards for the selection of individuals for one of key positions in schools. The respondents pointed out that lower standard and minimal professional qualification for the position is one drawback in the current selection system/process. Most of them were promoted to headship from their classroom, without any school leadership training and initial preparation. This lack of school leaderships training and professional qualification could pose an enormous challenge to the growth and development of leadership capacity of the head teacher, teachers and students as well as the whole school system in the country. Lack of initial preparation and leadership training could limit their ability in critical engagement and understanding of how to effectively lead their schools. This was reflected in the the participant's responses that lacked in depth analysis of leadership questions.

The lack of initial appropriate school leadership training for principals although a prevalent issue in most developing countries (Harber and Davies, 1997; Rehman et al, 2010), is also an issue in some developed countries also such as U.K (Paterson, 2005), the situation described above is the reflection of the current status of the school leadership throughout the country. In the recent national Education Policy (2009) also there is now recognition of this important position which could be translated into improving the selection system/process also.

PROPOSED MODEL

In the light of the finding of this research the current principals' selection process could be reshaped (figure 1).

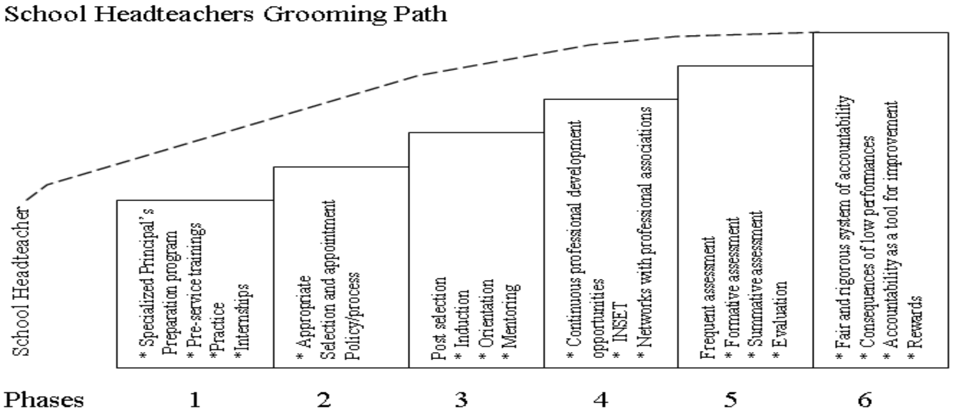
School Headteachers Grooming Path
School Headteacher
* Specialized Principal's Preparation program
* Pre-service trainings
*Practice
*Internships
* Appropriate Selection and appointment Policy/process
Post selection
* Induction
* Orientation
* Mentoring
* Continuous professional development opportunities
* INSET
* Networks with professional associations
Frequent assessment
* Formative assessment
* Summative assessment
* Evaluation
* Fair and rigorous system of accountability
* Consequences of low performances
* Accountability as a tool for improvement
* Rewards
Phases
1
2
3
4
5
6

Figure 1. Current Principals' Selection Process

ISSN: 2186-8492, ISSN: 2186-8484 Print
www.ajssh. leena-luna.co.jp

The six stages shown in Figure 1 have an inherent element to address issues raised by the participants of the study. It is the contention of this paper that if the principalship is redefined more qualified principals will be attracted to the role. A model is proposed (figure 2) to encouraging and enable more prospective candidates to seek principalship the inhibitors in principalship could be reduced or eliminated:

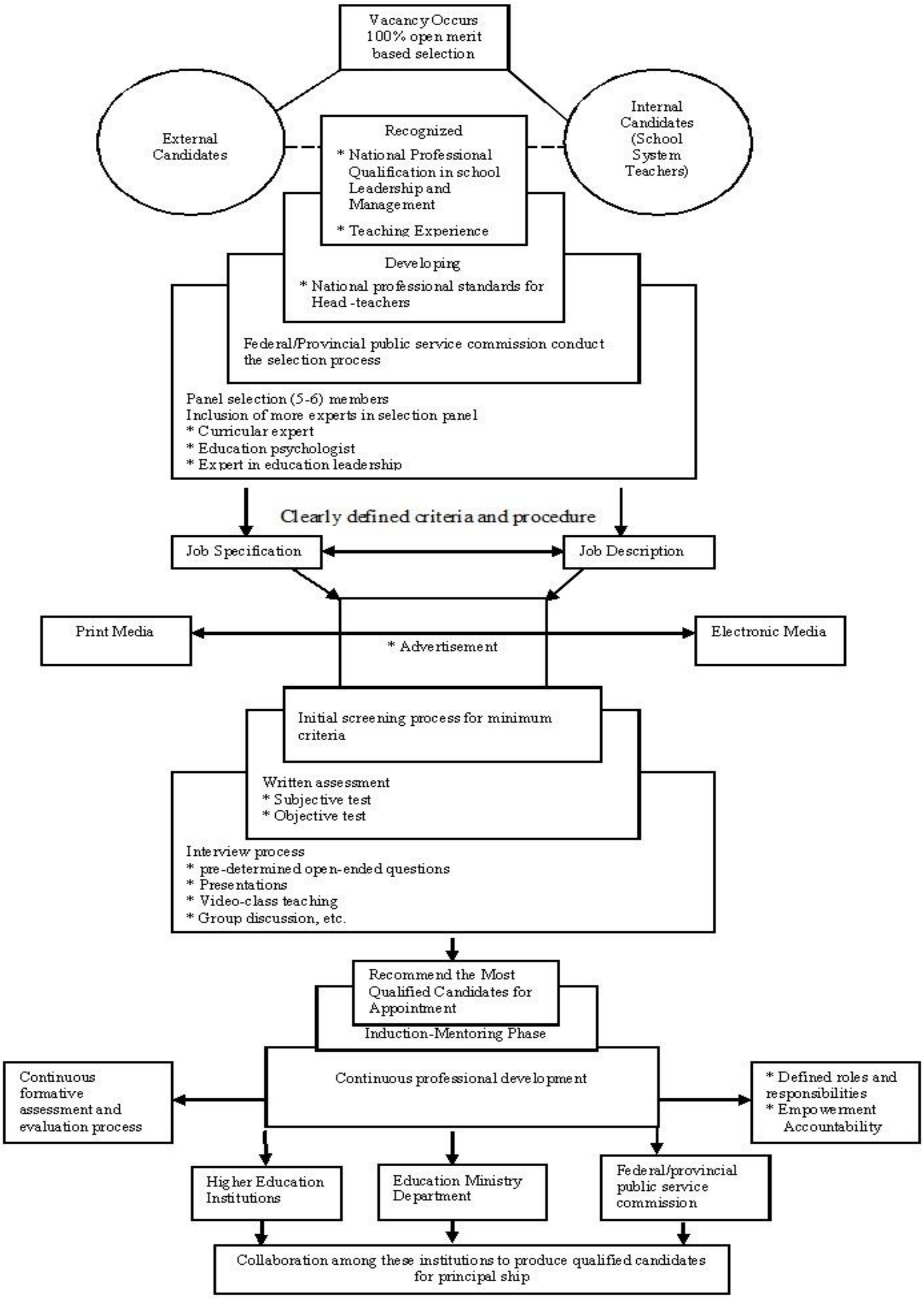
Vacancy Occurs
100% open merit based selection
External Candidates
Internal Candidates (School System Teachers)
Recognized
* National Professional Qualification in school Leadership and Management
* Teaching Experience
Developing
* National professional standards for Head -teachers
Federal/Provincial public service commission conduct the selection process
Panel selection (5-6) members
Inclusion of more experts in selection panel
* Curricular expert
* Education psychologist
* Expert in education leadership
Clearly defined criteria and procedure
Job Specification
Job Description
Print Media
* Advertisement
Electronic Media
Initial screening process for minimum criteria
Written assessment
* Subjective test
* Objective test
Interview process
* pre-determined open-ended questions
* Presentations
* Video-class teaching
* Group discussion, etc.
Recommend the Most Qualified Candidates for Appointment
Induction-Mentoring Phase
Continuous professional development
Continuous formative assessment and evaluation process
* Defined roles and responsibilities
* Empowerment Accountability
Higher Education Institutions
Education Ministry Department
Federal/provincial public service commission
Collaboration among these institutions to produce qualified candidates for principal ship

Figure 2. Proposed Model (Principals' Selection Process)

CONCLUSION

The recruitment and selection of principals is an important global focus in educational practice. There are different systems in different countries, the main concern is to find the right candidates for the position of school principal in order to provide effective leadership and administrative system to schools.

In this study of secondary school principals, many issues have been identified which inhibit the effective recruitment and selection process for principals. These included lack of professional standards / qualification for profession, closed –merit- selection policy, lack of preparation training, lack of partnership among the institutions, ineffective selection strategies, irrelevant professional courses for principals, and infrequent assessment and evaluation for principals. All of these issues need to be seriously considered by the policy makers and educational leaders at the national, provincial and local level as they have potentials to impede effective selection process of principals in public schools. The model proposed needs to be considered within its appropriate context in order to bring current educational practice in Pakistan in line with the best international practice.

FUTURE RESEARCH

The main purpose of the study was to determine how the selection process of public secondary schools principals could be redesigned so that more quality candidates are prepared to seek principalship. Therefore the study focused on responses from principals who had experience of complexity and issues inherent in the selection policy and could offer suggestions, grounded in reality for redesigning the policy.

This study has been limited to secondary school principals of Northern Areas Gilgit in Pakistan. It would be useful to extend a similar study with other provinces of the country to ascertain if the perceptions of participants in the study in the Northern Areas are representative of similar cohorts in other provinces.

Quantitative research combined with qualitative paradigm to develop a mix method may be considered for further studies in order to get a better picture of the current situation regarding selection of school principals in Pakistan. The study of school leadership is still a new academic area in Pakistan. Future research identifying the perception of the leadership and 'leadership capacity' of Pakistani principals is also needed.

REFERENCES

[1]. Alam, M (2002). *Challenges and achievements in Education*. Karachi: Friends.

[2]. Arends, R. I. (1994). *Learning to Teach*. New York: McGraw.

[3]. Aktin, J. (2004). *Changing Educational Management.* Washington, D.C: Amacom.

[4]. Anderson, M.(1991). *How to recruit, select, train, induct and evaluate leaders for American school.* Washington D.C: The Falmer.

[5]. Angus, M. (2001). The search for quality. London: Cassewell.

[6]. Bass, B. (1986). *Leadership and performance*. England: Free Press.

[7]. Bennis, W., &Nanus, B. (1985). *Leaders: The strategies for taking change*. New York: Harper Collins.

[8]. Berlnthol, P. (2000). Recruitment and selection of *principals*. North Carolina: Fibre.

[9]. Bjork, L.G., & Ginberg, N. (1995). Principles of reform and reforming principal training. *Journal of Theoretical Perspective and Educational Administration Quarterly, 31*. (1), 11-37.

[10]. Boe, L.A. (2001). School leadership competencies, a provisional case study. *Journal of Educational Administration, 39*. (3), 233-245.

[11]. Bossert, S. (1982).The instructional and management role of the principal. *Journal of Education Administration quarterly, 18*. (3), 34-64.

[12]. Brooking, K., Collins, G., Court, M., O'Neill, J. (2003). Getting below the surface of the principal recruitment 'crisis' in New Zealand and primary schools, *Australian Journal of Education*, *47*(2), 146-158.

[13]. Burns, J. (1998). Redefining the roles responsibilities and authority of school principals. New York: Amacom.

[14]. Caldwell, B. (1997). Preconditions for Lasting School Reform.*Paper presented at the ACEA National Conference - Beyond the Boundaries*, July, Canberra, Australia.

[15]. Chapman, B.(1999). *'Recruitment, retention and development of school principals*. Paris: UNESCO report 2006-07

[16]. Clark, D. (1998). *Recruitment, selection and appointment of Archdiocesan school principals.* Tasmania: Sage.

[17]. Daiss, S. (1995). *School leadership preparation.* Illinois: University Press Illinois.

[18]. Dares, J.C. (2002). Restructuring educational leadership preparation: identifying the need of candidates. *Journal of School Leadership*, *4*(1),28-38.

[19]. Daresh, J.C. (1990. Improving principal preparation, A review of common strategic. *NASSD Bulletins*, *33*. (74), 1-5.

[20]. Darling, L.(2003). *Standards and assessment for college teachers*. Available: http://terecord.org

[21]. Dimock, C. (1998). *Making good choice-comprehensive school reform*. Oakbrook: polymers.

[22]. Drake, T. (2003). *Good principals are not born they are mentored*. Carolina: Fibres.

[23]. Education and social inclusion. (2003-04). Available on the web site; policy and planning wing Ministry of Education (MOE) Pakistan: www.moe.gov.pk

[24]. Elmore, R. F. (2001). *Leadership and learning*. Harward: University: Press.

[25]. French, J. (2001). *Thinking head teachers and thinking schools.* Available: http://www.ncsl.org.uk

[26]. Fakir, M. (2002).*Teacher education in Pakistan.*Karachi: Friends

[27]. Glaser, B & Strauss, L. (1972). The change leader.*The Journal of Education Leadership, 13*. (4), 16-20.

[28]. Govt. of Pakistan (1972).National Education Policy of 1992. Ministry of Education, 4-6.

[29]. Govt. of Pakistan (1972) .The Education Policy 1972-80: Ministry of Education, 22-27.

[30]. Govt. of Pakistan (1997). Pakistan's Vision 2010, report on Educational Planning and Development: Planning and development division, 65-67.

[31]. Govt. of Pakistan (1998). National Education Policy 1998-2010: Ministry of Education, 49-55.

[32]. Govt. of Pakistan (2004). Pakistan Millennium Development report: Planning Division.

[33]. Govt. of Pakistan (2004).Reforming in the education sector: Ministry of Education, 47-84.

[34]. Govt. of Pakistan (2005). State of Education in Pakistan 2003-04: Ministry of Education, 167-170.

[35]. Govt. of Pakistan (2007). A white paper report for debate and finalize new education policy : Ministry of Education.

[36]. Hallenger, P., & Heck, R.(1998). *Exploring the principal's contribution to school effectiveness*. London: Paul: Chapman.

[37]. Johnson, M., & Doughas, J. R. (1990).Growing your own administrators – a model for selecting principals. *NASSP Bulletin*, *74*. (536), 34-38.

[38]. Johnson, N. (1995). Innovative pathways for school principals. *NASSP Bulletin, 72*. (56), 81-84

[39]. Kmbrough, R. B. (1990) .*The principalship; concepts and practice*. London: Bacon.

[40]. Kwan, P. and Walker, A. (2009). Are we looking through the same lens? Principal recruitment and Selection, *International Journal of Educational Research*, *48*, 51-61

[41]. Mohr, N. (1998). *A creative effective study group for principals Texas*: Practice Hall

[42]. Mohr, N. (1998). *Improve principal hiring*, New Delhi: Anmol.

[43]. Murphy, J., & Shipman, N. (1997).Standards-based strengthening educational leadership. Available: http://www.assa.org/issues/leadership.

[44]. Murphy, J. (1998). Preparation for school leadership. *Journal School Leadership & Management*, *18*(3), 359-365.

[45]. National Centre for Education Statics (NCES).(2002). Public elementary and secondary school survey.Available;http://www.nces.edu.gov/ccd/pubschumv.

Copyright © 2016

[46]. National Centre for Education Statistics. (1997). Programs for aspiring principalship: who participates. *Review of Educational Research*, *22*(3), 302-339.

[47]. National Centre for Education Statistics. (1999). The schools and staffing survey; What are most services problems in schools? Available: http://www.nces.gov/pws/93149.html.

[48]. Paige, R. (2001) .An introduction to qualitative research. Purdue: University press.

[49]. Pitner, N. J. (1998). *Good principals are the key to successful schools.* South Australia: Sage.

[50]. Podmostko, M. (2003).*Leadership for students learning*. England: Kogam.

[51]. Qureshi, U. (2005). Democracy in Educational Research in Developing Countries. *Journal of educational research,8.*(2),33-34.

[52]. Shah, R. A. (1995).*Education and teacher education in Pakistan*. Pakistan Study Centre, University of Sindh,

[53]. Shipmann, B. (1993). *Role of principal leadership*. IOWA: State University.

[54]. Teske, P.E. (1996). *The importance of leadership*. New York: Sage.

[55]. T, Legister. (2001. Educator certification: .*Journal of education 34*. (2), 241-245http://texinfor.library.unt.edu/texasregister.

[56]. U. S. Department of Education (1995). Public school districts in the United States.http://www.nces.edu.gov/pass98/.

[57]. U.S. Department of Education.(2005. Education Statistic report (2006-07).Available :http://www.usa.gov.edu.

[58]. White, J. & White, C. (1998). Hiring the principals & guidelines for board of governors, *NASSP Bulletin* , *82*.(61), 119-122.