

**Leadership Practices and the Implementation of Assessment Policy Across Punjab:
Awareness, Training, Preparedness, Monitoring, Restructuring Needs**

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ABSTRACT

This study identified the effectiveness of leadership practices for the implementation of Assessment Policy Framework (APF 2019) in elementary schools in Punjab, Pakistan. Based on Fullan model of change in education, the study analyzes the main aspects of leadership; awareness, training, preparedness, monitoring, perception and needs of restructuring. Quantitative research design was applied with the help of a survey method to gather data from 210 school heads who were chosen through multistage sampling technique. Validity was assessed through panel of experts. Pilot study was conducted to identify the reliability of the instrument from the responses of 100 school heads that showed 0.94 Cronbach alpha that indicates high reliability of the instrument. IBM (SPSS version 24) were used for data analysis High mean scores of school head responses towards the Assessment Policy Framework (APF), implied that they were ready to implement it, but difference was identified on the basis of age- and experience related differences. These disparities coupled with scarcity of resources affected perceptions in urban and rural areas like awareness, vision building, satisfaction, and restructuring needs. To address the gap and promote quality education for all students, policies should be implemented that specifically address resource disparities between schools.

Key words: Assessment Policy Framework (APF), Policy Implementation, Aspects of leadership

INTRODUCTION

Assessment is an essential part of the education system, as it represents a major tool of measuring the student learning, as well as enhancing the instruction process. The traditional assessment systems used in most developing situations, such as Punjab in Pakistan have been cited as lacking standardization, narrow in their learning outcomes and poor in congruent with modern educational objectives (Azhar & Imran, 2024). The global educational reforms are increasingly focusing on coherent assessment policies which can promote the quality of learning and accountability (Oo et al., 2024). Another close connection

between effective assessment systems and teaching practices and general development of education is also closely connected to improved assessment systems (Butler et al., 2024).

School leadership is one of the key elements of successful policy reforms. School heads are important agents who facilitate policy to practice and ensure that it is in line with the institutional goals (Oad, et al., 2024; Imran & Akhtar, 2023). Recent research points out that leadership is the key factor that supports the implementation of policy with the help of professional growth, resource management, and organizational support (Brauckmann Pashiardis & Årlestig, 2023). Leadership is further exacerbated in the context of the developing education systems because of the institutional and capacity limitations (Bush, 2023; Amjad et al., 2024).

Although there is increasingly also more focus on policy reforms, the disconnect between the policy formulation and implementation remains a constant issue (Imran, Sultana, & Ahmed, 2023). A big number of educational policies fail in the implementation process because of the inadequacy of training, ignorance, and the non-availability of institutional readiness. According to research, the challenges related to implementation can be faced due to the weaknesses of capacity-building mechanisms and insufficient monitoring systems (Fullan, 2023; Butler et al., 2024). These monitoring and accountability frameworks are thus necessary in order to make sure that policies are successfully converted into action (Pendergast & May, 2024; Habib et al., 2024).

Leadership capacity, in this case, becomes another important element of policy effectiveness. The awareness, training, preparedness, monitoring, and perceptions are some of the leadership capacity aspects that influence the implementation of policies in the school level (Phulpoto, Oad, & Imran, 2024; Oad, Zaidi, & Phulpoto, 2023). Research on the change of education is concentrated on the fact that leadership plays a huge role in organizational preparedness and the outcome of the reform (Fullan, 2023; Wang et al., 2023). The paper thus investigates the leadership capacity as a factor in determining the effectiveness of the Assessment Policy Framework (APF 2019) in public schools in Punjab, which could empirically provide evidence on the implementation of the policy in a developing country setting.

Assessment has been a challenging subject in Pakistani educational circles for decades (Khalid, 2024). Research shows that assessment has a significant impact on classroom teaching and learning (Mengesha et al., 2024). Teachers play an essential role in creating evaluation rules, but the students come first. Moreover, school leaders are important in the process of implementation (Imran, Zaidi, & Khanzada, 2023). To transform the assessment processes and enhance the elementary level education in the Punjab province the educational authorities in the Punjab province introduced the Assessment Policy Framework (APF) in order to improve the educational performance in the elementary schools (Ahmed, Ahmed & Buriro, 2023).

Head teachers being at the front line of the educational system are in a position to have special insights into the realities, challenges, and opportunities that surround the practical process of incorporating assessment procedures in their schools (Imran, Zaidi, & Rehan, 2024). Consequently, the immediate necessity is to conduct empirical studies on how the Assessment Policy Framework (APF) implementation and efficacy in the elementary school of Punjab are viewed by head teachers. This research was conducted to identify the perceptions, vision, awareness, satisfaction, preparedness, and training of schools' head teachers on the Implementation and Effectiveness of Assessment Policy Framework.

The intended research has great implications on education policy, practice, and research at the Punjab province and elsewhere. Findings of the study can be used to refine and improve the Assessment and Performance Framework (APF) to provide useful feedback to policy makers regarding the issues of challenge, successes and improvement points of assessment in elementary schools of Punjab (Imran, Zaidi, & Rehan, 2024). The study is also going to make a contribution to the current body of knowledge on educational assessment policies by offering more practical recommendations on how the APF may be refined and improved (Amin, et al., 2024; Imtiaz, Malik & Khan, 2024). The research will help in shaping both policy and education practice by integrating the views of head teachers with theoretical knowledge, which will eventually lead to better assessment practices and student learning outcomes within the Punjab schools (Imran, et al., 2023). This can assist in enhancing the methods of learning, delivery strategies of policy and assessment strategies in order to assist the students accomplish their objectives. Moreover, the research can be used to create evidence-based interventions to enhance the performance of the schools in Punjab.

The assessment methods significantly impact how students approach learning. The main argument that has been adopted in assessments over time is focused on testing the knowledge of the students but nowadays it is based on the understanding of the learning processes of the students (Mengesha et al., 2024). Today, the focus is to ensure that knowledge and skills demanded of students are mutually compatible (Khan, Hussain & Ahmad, 2023). Whether children are being trained to understand the subject and retain it in the long run by being honest or to get a good score on the test, must be addressed more. It has been argued that instead of focusing on in-depth understanding, educators should focus more on exam preparation of their students (Oad, et al., 2024; Hussain, et al., 2023). Nevertheless, we should never forget that there might be differences in the accountability that teachers have towards both short-term and long-term learning. Therefore, rather than merely teaching to the test it should be noted how lessons and tests in real life can help students apply what they learned even outside the school (Imran, et al., 2023). Evaluations used to largely focus on the measurement of the knowledge of the students, but nowadays they are also interested in the process of learning in students. At present, the focus is to ensure that the knowledge and skills demanded of students are compatible with one another.

Further debate is needed to ascertain whether children are being trained to get the questions right on exams or to actually understand the information and retain it in the long run. It has been argued that instead of focusing more on in-depth learning, teachers should train their students better on exams. It's important to keep in mind, though, that teachers may have different levels of accountability for short- and long-term learning. Therefore, rather than only teaching to the test, it is crucial to look at how everyday lessons and assessments can help students apply what they have learned outside of the classroom.

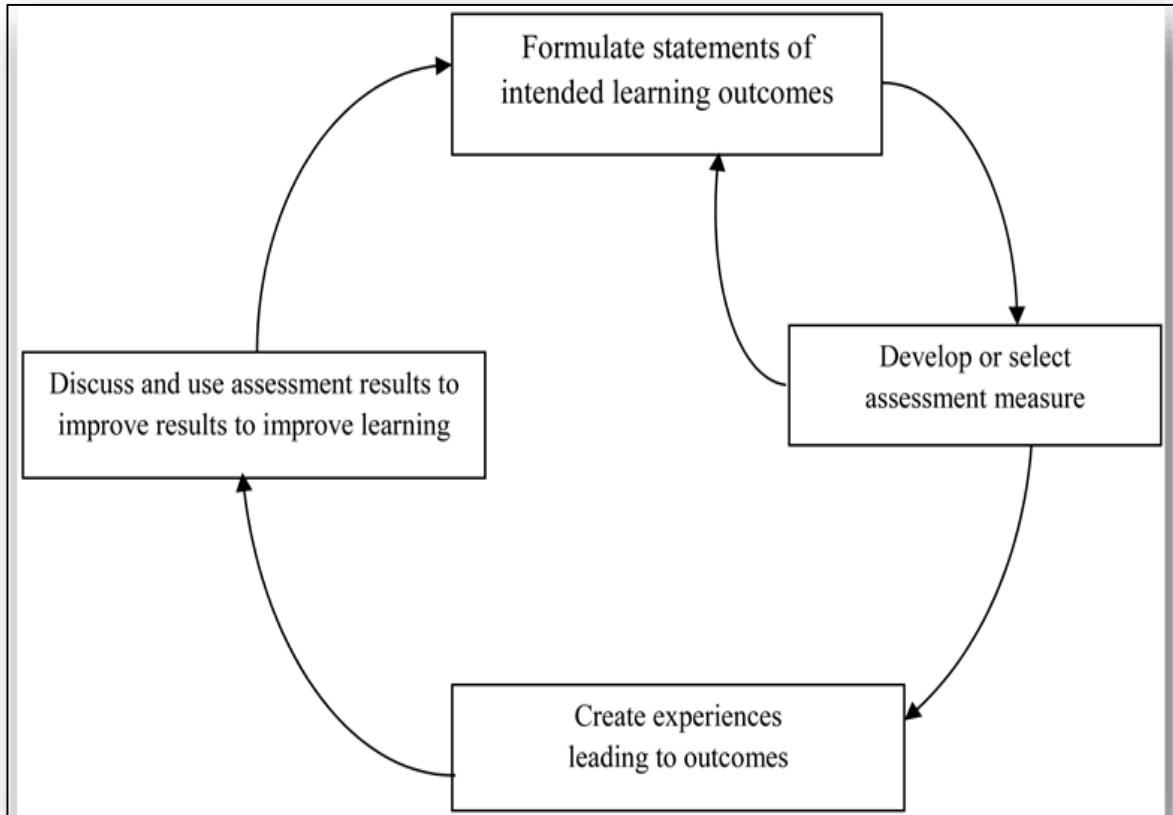


Figure 1. Fundamental components of assessment. Source: Adopted from Huban and freed (Aduloju, 2019)

The diagram is explained as follows:

Creating statements of intended learning outcomes that explain the knowledge, skills, and abilities that graduates should have. Developing or selecting assessment metrics: This requires developing or selecting data-gathering tools to measure progress toward the desired learning outcome. Creating experiences leading to outcomes is the process of ensuring that students have experiences both within and outside of their courses that will help them achieve their learning objectives. Discussing and utilizing assessment results: The findings are utilized to improve individual student performance.

Head teachers sport

Assessment Policy Framework Monitoring can be described as keeping track of how student-based assessments are being applied in the classroom. The head teacher is a fundamental aspect when it comes to the evaluation of the performance of instructors and students (Yan et al., 2022). This is because he or

she is expected to administer, organize and oversee all Assessment Policy Frameworks. Besides acting as an intermediary between the school and the community, the head teacher should be a change agent, imposing policies, measuring the motivation of students and teachers, and measuring the success of instruction (Li & Tang, 2023; Amjad et al., 2024). It is important to emphasize that the qualities of the head teacher, a functional leader ought to positively influence the instructors and the students and foster the environment that will help all school to achieve its overall goals. One instrument should be the policy of the head teacher too. Those who agree with Jafar Sutisna and Margono (2023) are correct because appropriate oversight of the teaching process can result in the attainment of high academic standards. The head teacher of the school would also ensure and follow up successful teaching in the school by observing and evaluating the quality of teaching and the academic standards of the pupils enrolled in the school.

When managing continuous assessment, the head instructor should consider the characteristics of the school. Wang and Calvano (2022), further explain that the characteristics of the school such as the size of the classes, the faculty, the facilities and the teaching and learning resources also have impact on the learning outcome. In ensuring that there is competent instruction the role of the head teacher is to ensure that the instructors are equipped with instructional and learning materials. The greatest task of the main person in this scenario is to show how the leadership of such kind can yield a common goal. Considering the size of the school, there will be a need to have a school head whose duties involve school monitoring. Besides the fact that he can give ongoing assessments in the presence of the head, he is also in charge of assigning to the other members of the senior management team (Amjad et al., 2024b). Dellamas and Deri (2022), claim that it is the duty of the head as the teacher to see that the activities assigned are done correctly and within the set time. Consequently, school administration is done and supervised by the head of the school.

Conceptual Framework

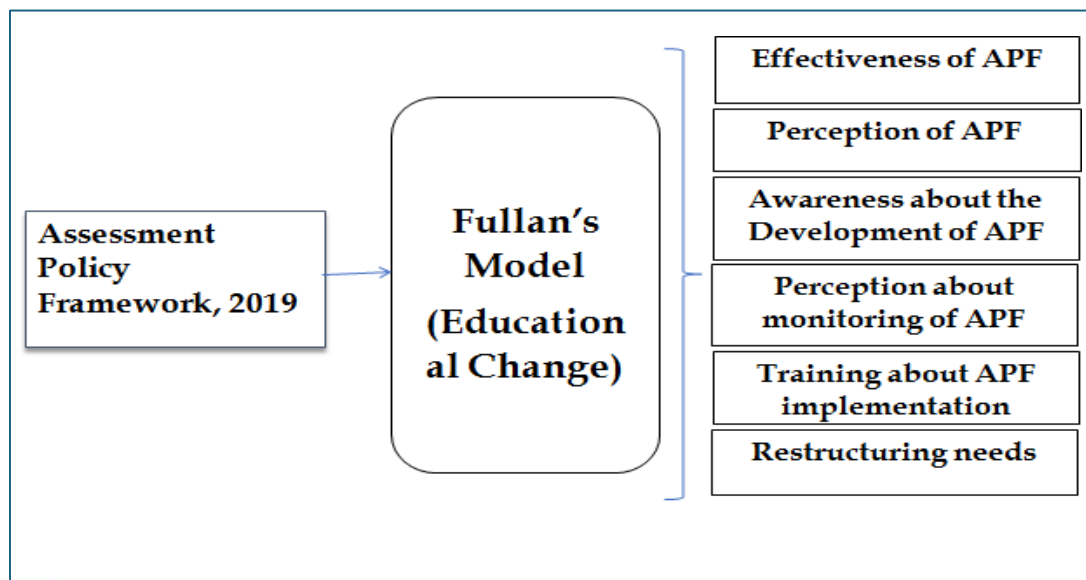


Fig 2. Fullan's Model

The model can be used to understand the extent of utilization of the APF. Fullan's model is valued in educational change literature for offering a detailed framework for bringing order to change efforts. The framework identifies six key areas of focus, which appear to be adaptations of Fullan's model to the specific context of the APF: The framework identifies six key areas of focus, which appear to be adaptations of Fullan's model to the specific context of the APF: a) Effectiveness of APF: This factor intends to measure the extent of the policy and the extent to which it has been effective or successful. b) Perception of APF: it was important to understand how stakeholders think about the policy in order to effect it properly. c) Awareness about the Development of APF: This factor takes cognizance of the fact that stakeholders may need to have understand how and why the policy was developed. Perception about monitoring of APF: This addresses the important aspect of how the policy's management is done, more specifically how its execution was monitored and assessed) Training about APF implementation: Recognizes the imperative to build organizational and institutional capacity among the policy's implementers. Restructuring needs: Understands that change of a whole system may be required in order to observe the full and proper incorporation of the new policy.

The intended research has great implications on education policy, practice, and research at the Punjab province and elsewhere. Findings of the study can be used to refine and improve the Assessment and Performance Framework (APF) to provide useful feedback to policy makers regarding the issues of challenge, successes and improvement points of assessment in elementary schools of Punjab. The study is also going to make a contribution to the current body of knowledge on educational assessment policies by offering more practical recommendations on how the APF may be refined and improved. The research will help in shaping both policy and education practice by integrating the views of head teachers with theoretical knowledge, which will eventually lead to better assessment practices and student learning outcomes within the Punjab schools

Research Objectives

The authors designed the following research objectives based on the proposed research model and the existing literature on educational leadership and policy implementation.

1. To examine the extent of leadership capacity (awareness, training, preparedness, perception and restructuring needs) in the implementation of APF.
2. To analyze the effectiveness of APF as perceived by school heads in Punjab.
3. To investigate differences in leadership capacity and APF effectiveness based on demographic variables (gender and experience).

METHODS

The current research involved the investigation of the correlation between leadership capacity and assessment policy effectiveness. Other researchers have investigated such educational leadership and policy-related variables in past by applying the qualitative methods (Fullan, 2023). Mixed-method designs have also been used by some researchers to obtain in-depth understanding of the process of

policy implementation (Brauckmann Pashiardis & Ärlestig, 2023; Hendren et al., 2023). Nevertheless, the significant amount of literature argues that quantitative research is more fitting to analyze the correlation between variables and hypotheses (Ghamrawi, 2023).

Quantitative methods provide the possibility of statistical analysis and generalizing the results to broader groups (Ghanad, 2023). As such, the current research took a statistical approach to the investigation within the positivist paradigm of research. The positivist approach permits objective measurements of dependent variables and allows testing hypotheses with the help of the statistical method. More so, this paradigm is extensively applied to educational research to investigate the relationships between leadership factors and policy outcomes to be more generalized with findings (Torres, 2022).

Study Context and Design

The research was carried out in the Punjab state of Pakistan, which happens to be one of the biggest state in respect of population and education facilities. Another factor that makes the province a good environment to consider the application of the Assessment Policy Framework (APF, 2019) is that the province has a rich network of public schools. The study used the cross-sectional survey design. This design is usually applied to examine the prevailing status of variables and their relationships with each other within a given period of time. It is especially suitable in measuring perceptions, awareness and leadership practice concerning the implementation of policies in the educational contexts.

Participants

The respondents in the research were the school principals of the elementary schools in the Punjab province. The school heads were identified as respondents since they are at the center of applying assessment policies on an institutional level. The state of Punjab is split into several districts and divisions. The sample was selected by means of a multistage cluster method. The province was selected in the first stage wherein some districts were selected. Random selection of schools within these districts was done in the second stage. School heads were added as the respondents in the final stage. The school heads who participated in the study were 210 in number. The selected respondents were administered with questionnaires and all the viable response was incorporated in the final analysis. The sampling methodology was representative of the various demographic attributes of gender, age, experience and locality.

All school heads were recruited through a sample with a wide background in terms of gender, age, experience in the profession, and locality. A significant number of the respondents possessed moderate to broad leadership experience, which means that they are aware of the school management practices and policy implementation. The sample size of urban and rural school heads ensured that the sample was representative of the various institutional settings and thus gives a global picture of the assessment policy in the province.

Data collection and Instrumentation

The authors conducted a review of literature that is available on educational leadership, policy implementation, and assessment practices to establish proper measures of the study variables (Fullan,

2023; Brauckmann et al., 2023). On the basis of this review, a questionnaire with a structured questionnaire was prepared to gauge the responses of the participants. This questionnaire was in two parts. The initial section was gathered with some demographic data, such as gender, age, experience and locality. The second part contained the items that measured the study variables that are awareness, training, preparedness, monitoring, perception, and effectiveness of the assessment policy. Measures were taken on a five-point Likert scale, that is, both strong disagree and strong agree with a range of 1 to 5.

The measurement of each construct was by many items which represented various aspects of leadership capacity and effectiveness of policy. In order to have content validity, the questionnaire was pilot tested by the subject experts who assessed the questionnaire concerning the clarity, relevance, and alignment with the study objectives. Based on their comments, the quality of the instrument was improved with the needed revisions. To determine the instrument reliability, a pilot study was done. Cronbach's Alpha was found to be high, 0.94 which was a good indicator of internal consistency of the scale. The school heads were sampled to gather data through a mix of both face to face and online response within a given time. Other questionnaires that were filled were filtered and valid responses were incorporated in the final analysis.

The reliability analysis indicates that all constructs meet the acceptable threshold for internal consistency. Based on the set standards, Alpha values of 0.70 and above are acceptable in social science research, which validates the appropriateness of the instrument in measuring the responses of the participants.

Data Analysis

The assumptions of parametric statistics were also checked before data analysis to determine the suitability of the statistical methods chosen. The data were filtered on the basis of normality and homogeneity of variance. Once these assumptions were confirmed, the data were analyzed through descriptive and inferential statistical procedures.

Data analysis was performed on Statistical Package of Social Sciences (SPSS) version 24 (trial version). The descriptive statistics included the mean and standard deviation to summarize the answers of the participants as per the leadership capacity and the effectiveness of the assessment policy.

One-way analysis of variance (ANOVA) and independent sample t-tests were conducted to compare responses of the demographic variables (gender and experience) in order to perform inferential analysis.

Research Ethics

The current research followed the existing ethical principles in studying human subjects. Since the research was carried out in the natural environment of schools, there were no possible physical and psychological risks.

Informed consent was provided prior to collecting the data, as well as all the participants involved, including school heads. The participants received a clear explanation of the study purpose and

procedures. They were assured that they were not forced to participate and that they could pull out of the study at any point without reprisal.

Study was carried out on a strict confidentiality and anonymity basis. No personal details such as names or school addresses were disclosed. The collected data were stored in a safe place and were only available to the researchers. These measures ensured that the study executed ethical considerations.

RESULTS

Data analysis was carried out by descriptive and inferential statistics after data collection. To analyze the general trends in the response of the participants to leadership capacity and assessment policy effectiveness, descriptive statistics were calculated, such as mean and standard deviation.

The findings showed that school heads tended to have positive perceptions of the Assessment Policy Framework implementation. Mean values of all variables were obtained to be higher than midpoint, which suggests that the respondents had reached consensus on different aspects of leadership capacity.

Inferential statistics was used to analyze differences in responses as age, sex, and educational level. Independent t-tests and one-way ANOVA revealed statistically significant differences between the selected variables depending on demographic factors like experience.

These results imply that not all groups of school heads have the same level of leadership capacity and perceptions of policy effectiveness. In general, the results indicate that the leader-related aspects, such as awareness, training, preparedness, monitoring, and perception, are influential in determining the efficacy of assessment policy execution.

Table 1: Descriptive Statistics of Study Variables

Variable	Mean (M)	Standard Deviation (SD)
Perception (PE)	4.22	0.54
Vision Building (VB)	4.11	0.51
Awareness (AW)	4.10	0.57
Satisfaction Level (SL)	4.20	0.64
Preparedness (PR)	4.12	0.60
Monitoring (MO)	4.17	0.62
Heads Training (HT)	4.02	0.70
Staff Training (ST)	4.07	0.70
Restructuring Needs (RN)	4.21	0.69

Table 1 shows the descriptive statistics of the study variables. Results show that the average of all variables is over 4.00, which is rather positive perception toward school heads on the issue of implementation of Assessment Policy Framework. Some of the variables, perception (M = 4.22) and restructuring needs (M = 4.21) have the highest mean values and this means that the respondents are in agreement. Heads training (M = 4.02), conversely, has the lowest mean, which indicates less focus on

training-related elements. The values of the standard deviation suggest that there is a moderate variation in responses among all the variables.

Table 2: *t*-test results for Mean Difference of school heads' perspectives on effectiveness of APF

Variable	Category	N	Mean (M)	SD	t-value	df	Sig. (p)
Gender	Male	79	4.09	0.67	-1.48	208	0.139
	Female	131	4.22	0.58			

Table 2 shows the outcome of the independent sample *t*-test which compares the perceptions of the school heads according to gender. The results show that the female school heads ($M = 4.22$, $SD = 0.58$) perceived slightly higher as compared to male ones ($M = 4.09$, $SD = 0.67$). The difference, however, was not significant ($t(208) = -1.48$, $p = 0.139$). This indicates that gender is not a key factor in the perception of effectiveness of the Assessment Policy Framework.

Table 3: ANOVA results Based on Age and Experience of School Heads' Perspectives on Effectiveness of APF

Variable	Category	N	Mean (M)	SD	df	F-value	Sig. (p)
Experience	1–10 years	154	4.33	0.41	2, 207	13.78	0.000
	11–20 years	30	4.00	0.58			
	21–30 years	26	3.80	0.87			
	Total	210	4.22	0.54			

Table 3 shows that one-way ANOVA was used to discover the difference in perception by experience. According to ($p < .05$, $F = 13.78$) based on experience, there was statistically significant difference between the school heads perception scores. It finds that experience did not produce any mean difference in perception of school heads. The experience group 1-10 years score has high *M* value ($M = 4.33$).

Table 4: *t*-test for Mean Difference in Vision Building of Effectiveness of Heads Based

Variable	Category	N	Mean (M)	SD	t-value	df	Sig. (p)
Gender	Male	79	4.07	0.55	-1.15	208	0.240
	Female	131	4.15	0.49			

T-test value was done as observed in table 4, to compare the mean difference in vision building by gender. Statistically significant difference ($t(208) = -1.15$, $p = 0.24$) was not found between school heads of males ($M = 4.07$, $SD = 0.63$) and females ($M = 4.15$, $SD = 0.49$).

Table 5: ANOVA Results in Vision Building on effectiveness of APF (School Heads)

Variable	Category	N	Mean (M)	SD	df	F-value	Sig. (p)
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Experience	1–10 years	154	4.22	0.46	2, 207	10.70	0.000
	11–20 years	30	3.90	0.47			
	21–30 years	26	3.80	0.64			
	Total	210	4.12	0.51			

Table 5 shows that one-way ANOVA was conducted to find out the difference in vision building of school head based on experience. Statistically significant difference was found between school heads vision building scores according to ($p < .05$, $F = 10.7$) based on experience.

Table 6: *t*-test for Mean Difference in Satisfaction Level of School Heads Based

Variable	Category	N	Mean (M)	SD	t-value	df	Sig. (p)
Gender	Male	79	4.13	0.68	-1.15	208	0.249
	Female	131	4.24	0.62			

According to table, The independent sample t-test was used to test the difference in the mean value of satisfaction level of the school heads according to gender. The findings suggest that female school heads ($M = 4.24$, $SD = 0.62$) were a bit higher regarding their satisfaction with school heads than male school heads ($M = 4.13$, $SD = 0.68$). This however was not a statistically significant difference, $t(208) = -1.15$, $p = 0.249$. Hence, it can conclude that gender does not impact greatly on the level of satisfaction of school heads with the implementation of APF.

Table 7: ANOVA Results in Satisfaction Level of School Heads

Variable	Category	N	Mean (M)	SD	df	F-value	Sig. (p)
Experience	1–10 years	154	4.31	0.57	2, 207	10.54	0.000
	11–20 years	30	3.94	0.71			
	21–30 years	26	3.80	0.74			
	Total	210	4.20	0.64			

Table 7 shows that one-way ANOVA was conducted to find out the difference in satisfaction level of school heads based on experience. Statistically significant difference was found between school heads satisfaction level scores according to ($p < .00$, $F = 10.53$) based on experience.

DISCUSSION

The results of this groundbreaking research examine the intricate domain of impressions, practices, and issues related to applying Assessment Policy Framework (APF), 2019 to the elementary schools of Punjab. Such distinctive results have large implications on educational leadership and assessment. This invaluable information about the current APF implementation state, highlights areas of improvement and identifies potential future areas of improvement. Therefore, they contribute to the current debate on the effective educational reforms, highlighting their significance and applicability.

Educational leadership also depends on vision building particularly during the implementation of new assessment practices (Oo et al., 2024). Another difference in awareness regarding APF initiatives,

depending on the gender, was also noted in the study; further research is required. This discrepancy might be due to either the information sharing techniques, various leadership approaches, or other variables that influence male and female school principals in different ways (Amjad et al., 2024c). This gender difference in educational leadership was also demonstrated through previous research (Pendergast & May, 2024), and it is evident that we should consider this when developing professions and policies.

The school administrators are in the middle of the preparation regarding the application of APF, and gender differences are noticed (Hafeez, Iqbal, & Imran, 2021). The results demonstrate that certain professional development is necessary. This conclusion is consistent with the results of research by Brauckmann et al., (2023), who state that continuous professional learning depends on its context-specificity and the needs of educational leaders. The fact that genders have various levels of preparedness can signify unequal access to (Abonyi et al., 2024).

The consensus between various groups on the APF implementation training is promising. But the fact that this agreement is merely moderate implies that the training programs which are currently in place may not fulfill the expectations of all school leaders. The result can be compared with the study by Omar et al., (2024), as individual, on-the-job career development can be prioritized to facilitate change in education.

Stability in monitoring practice between demographic factors is a good evidence of concerted effort of implementation. It means that school leaders can comprehend that APF implementation should be supervised without taking into consideration individual traits and beliefs. The moderate consent towards staff training programs is however an indication that there is room of improvement. Staff development is a key to educational reforms (Nadeem, 2024) and school leaders are significant in ensuring the process occurs.

The importance of the school principals realizing the necessity to reorganize their roles and the school organization is one of the major findings of the study. This recognition is in line with the realization that major educational transformations may in many cases require systemic adjustments as postulated by (Fullan, 2023). The differences in the perception of the effect of APF on the leadership position relate to gender and experience in this field indicate that there is a variation in the perception of the effect of APF according to these demography characteristics. Education change is complex and requires careful solutions, so this finding is an essential aspect of consideration among educational policymakers and school administrators.

CONCLUSION

The study found that school principals view APF favourably, indicating they are open to this assessment approach. This aligns with research suggesting that school leaders' positive attitudes towards educational reforms are essential for successful implementation. However, the differences noted based on age and experience must be examined more deeply. The differences in how people see things based on age and experience could be due to many reasons. Those who have been school heads for a long time may better understand how education has changed, affecting how they view APF. On the other hand, younger or less experienced heads might be more open to new ways of assessing students. There

was lack of resources for the implementation of APF. Although, there was some differences in perception, vision building, awareness, satisfaction level, and restructuring needs of school heads.

RECOMMENDATIONS

Based on the findings, it is recommended to:

- Improve the training and awareness of the teaching staff. Cover knowledge gaps by imposing professional development initiatives.
- Create systems of continuous observation of the APF implementation practices in order to find out areas of improvement and offer continuous support and evaluation practices to school leaders.
- To eliminate the disparity and ensure quality education among all students, then policies ought to be enacted targeting disparity on the resources bases of school.
- Offer more training to all the heads of schools, especially those respondents who felt less prepared for their roles and responsibilities.
- Investigate the restructuring needs pointed out by some of the heads of schools, specifically the young, inexperienced or female heads. Examples of this could be offering information or recommendations regarding the integration of organisational school roles and structures to support APF.
Examine the cause of differences in the preparedness and restructuring perceptions between women and men.

Suggestions for Future Study

More studies are required to understand the role of other stakeholders in implementing school-based policies. Such studies will show how other stakeholders (education trainers, DEOs, and teachers) can be involved in the policy-making and implementation.

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