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## Strength, Weaknesses, Opportunities and Threats (Swot) Analysis of Public Sector Elementary School Leadership in Karachi

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### ABSTRACT

This SWOT study is specified to public sector leadership of elementary school in Karachi region. The purpose of the learning is to analysis the strength, weaknesses, opportunities, and threats in public sector of elementary school leadership. This study analysis the school leadership in public sector Karachi region at elementary level possess strength for smooth functions of educational institute, pertain weaknesses to achieve educational objective, partake opportunities for the improvement quality education and pose threats which causes hurdles to perform better in Karachi. This study has focused the key features which have influence on effectiveness of school leadership, characteristics of leaders, leadership style, leadership skills, competencies and the steps taken by government of Sindh to improve school leadership. This study also covers leadership role and methods to improves the administrative management, academic management, financial management and planning & development. It is a comprehensive survey study, based on well-designed tool such as questionnaire which is conducted online by researcher from currently working headmasters, headmistress and incharge

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headmasters & headmistress to collect data and to make sure the maximum responsive and rate of return. In like manner, telephonic & whatsapp information gathering by the researcher in a thoroughly intensive fashion from school heads in this study. The result of this study has been analyzed statistically by using Chi square ( $\chi^2$ ) test and t test. The respondents of the study include public sector school leadership at elementary level in Karachi. The findings of this study contribute to provides a holistic view, guidelines for elementary school leadership in Karachi to pull their strengths, overcome weaknesses, grab opportunities, and proactively handle the threats, ultimately helpful for enhancing the educational quality and leadership efficiency.

**Keywords:** School leadership, Public sector education, SWOT analysis, Elementary schools Karachi, Educational management

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## INTRODUCTION

The introductory chapter of the thesis briefly elaborates the overview of study, background of study, statement of the problems, significance of study, objectives of study, research hypothesis, scope of study, justification of study and definition of key terms. The overview gives concise preview of study and study background describes the rationale to undertake the study. The study background further directs the way towards the research problem and its significance. In addition, the researcher defines the objectives, hypothesis, scope and justification of study. Finally, definition of key terms are present in this chapter.

### Overview of Study

The leader of the leaders, the Prophet Muhammad (ﷺ) once said that the leader of a people is like their servant. (Forty Hadith of Shah Waliullah Dehlawi)

The greatest leader of this universe, the Muhammad's (ﷺ) demonstrated this throughout his life doing practicum. He teach & trained his team to build the future successful leaders for next generations. Those leaders learning was to develop their next generation and continued till end of this universe. It was the learning of Islam that Muslims rule the world's economy, education, science, politics, innovation and creation.

Educational Leader in education system are the key elements in any institute. These leaders may benefit by different ways. They may change knowledge, beliefs, skills and attitudes in right direction. All these are result oriented in an educational institution. Leadership impact on subordinate is directly to generate good or bad consequences, these are leader which make sure that the followers have developed the thought or skills transmits through training, now a days field researchers mostly interested in how the performance of subordinate changes as they attend different kinds of activity and trainings.

### Background of Study

Aristotle (384 BC) said that the roots of education are nasty, but the fruit is sweet. Education is the key to success. The Educational Leaders are the driver of educational institution and Education is pushing force for the socio-monetary

growth and development of any nation. It is as vital as air, sun light and water for life. Each nation is facing outdoor, outdoor, controllable and uncontrollable challenges having impact on education system. The system weakness like incompetent leadership, political pressure injustice, financial instability, crime, lack of honesty, unemployment, gender discrimination, unexperienced staff, inflation are influencing the basic education system especially early education. The impact of some bad consequences is also the reason for less priority to education in a particular nation. The analysis of history shows that civilized, modern, and global village become possible due to educated peoples and those nations always remained down even their existence and are survival under threat that leave the education.

Nelson Mandela (2003) express his ideology that education is the most powerful weapon which can be used to bring change the world.

### **Statement of Problem**

The role of leadership in elementary schools is the major influencing factor for the overall growth of students, teachers and the institute as a whole. The problem in this study is the Strength, Weaknesses, Opportunities and Threats (SWOT) analysis of Public Sector Elementary School Leadership in Karachi. This study explores the truth, realities and multifaceted prospects of Public Sector Elementary School Leadership serving in Karachi and initiatives of Sindh Government. This study evaluates the current elementary school leadership administration and management by sophisticated Scientific research methods.

This research study Identify the various factor effecting the elementary school leadership for strategic planning and decision making and also ground facts, valuable information of existing leadership and current elementary educational system in Karachi.

### **Significance Of Study**

The significance of conducting this research study of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for elementary school leadership in Karachi have potential to offer a comprehensive assessment of the existing educational leadership situation, guiding effective decision-making and strategic planning in future.

This study holds the great importance because of several key reason and it will indicate the current facts and real picture of public sector elementary school leadership in Karachi. This study explores the strengths of elementary school leadership in Karachi, such as good coordination of stakeholder, higher authority support, capability of need assessment, struggle to enhancing the quality of education imparted and transparent meritorious recruitment. This study also has significance to understand weaknesses related to leadership of schools to acknowledge the areas of improvement. It includes inadequate resources, less funding, gaps in professional development, competency skills to meet administrative challenges. By recognizing the weaknesses, efforts can be initiated to minimize these weaknesses.

## **Objectives**

This study has versatile objectives due to its impact, application and effectiveness in the public sector elementary education system of Karachi, Sindh, Pakistan. This study determines the various factors about school leadership, whereas objectives of this study are divided into general objectives and specific objectives are as follows.

### **General Objectives**

The general objective of this study is “SWOT Analysis of Public Sector Elementary School Leadership in Karachi”.

### **Specific Objectives**

This study will analyze to:

1. Identify the strength of the elementary school leadership in Public Sector Karachi.
2. Evaluate the weaknesses of the school leadership in elementary educational institute of public sector, Karachi.
3. Ascertain the opportunities of public sector elementary school leadership in Karachi.
4. Determine the threats of public sector elementary school leadership in Karachi.

### **Research Hypothesis**

Four research hypotheses are included in study regarding public sector elementary school leadership of Karachi are as follows:

**Hypotheses No: 1-H0:** Does school leadership not possess the strength in public sector elementary institutions in Karachi?

**Hypotheses No: 2- H0:** Does school leadership not pertain the weaknesses in public sector elementary institutions in Karachi?

**Hypotheses No: 3- H0:** Does school leadership not partake the opportunities in public sector elementary institutions in Karachi?

**Hypotheses No: 4- H0:** Does school leadership not pose the threats in public sector elementary institutions in Karachi?

### **Scope of Study**

The scope of work in the study is limited to covers the school leadership which includes school education at elementary level of public sector in Karachi. However, researcher believes that it could be better to conduct this research in a large scale but due to time, finance and other constraints did not permit the researcher to conduct in a large scale and hence it is very limited study and manageable scope.

The scope of the study includes the headmasters, Headmistresses, Head teachers. Incharge headmasters and Incharge Headmistresses of the public sector at elementary educational institute of Karachi working Sindh education & Literacy department, Government of Sindh. The goal of this study is to investigate those dimensions of school HMs that are most likely to contribute for smooth function of

school, to achieve educational objectives, and to face hurdles for improvement educational quality.

### **Justification Of Study**

The justification of this study based on several critical aspects. This study explores the analytical view of strength, weaknesses, Opportunities and threats of government elementary school leadership in Karachi region.

This research study gives the comprehensive understanding of the current leadership landscape. It explains the ground realities of the school's heads and incharges of the public sector elementary schools. That is the reason, the work in this study will facilitate the Government, headmasters, Headmistresses, Head teachers. Incharge headmasters and Incharge Head Mistresses firstly and Town Education offices, District Education offices, directorate of Education Karachi, and secretariat of Education.

### **Definitions of Key Terms**

**SWOT:** To identify the strength, weaknesses, opportunities and threats.

**Analysis:** To find the problems for decision making to improve school educational Leadership and education personnel for enhancing the quality of learning.

**Leadership:** It is personality having qualities to lead his subordinates to the destination of his vision.

**School Leadership:** A person that have been assigned managerial and administrative responsibilities ideally and he or she peruses the skills of leadership in education institutions.

**Elementary School:** Formal school include Primary, Lower Secondary and Elementary educational institutes.

**Elementary Education:** Basic formal school education includes from Grade-I to Grade-VIII.

**Educational institutes:** It includes the institutes that provides all learning facilities for Education such as Administrators, teachers, learning materials & learning environment.

**Public Sector:** Institutions under the direct administrative control of Government and there is no influence of any private sector/ agency without Government prior permission.

This study was divided into different parts named as chapters. Each chapter discusses separate view of this work. The first chapter discusses the introduction of the study as earlier.

## **LITERATURE REVIEW**

In this chapter a review of literature, past related research studied and sub-sector of educational leadership in descriptive approach are present.

Randolph (2009) Descriptive approach usually uses in the educational research and help full to describe the concepts from its beginning clearly. Therefore, this chapter starts with the concept of SWOT Analysis first. Secondly, it consists of the overviews of leadership including characteristic and style of leadership, 21<sup>st</sup>

Century leadership & its skills, educational leadership in school system of Pakistan, overview of main steps for educational leadership in Sindh, reforms for educational leadership in Sindh and public sector school leadership in Karachi expressing the obstacles for quality leadership & challenges for school leadership with recent related literature of the study.

### **SWOT ANALYSIS TECHNIQUE**

In this research study, the propose strategic planning is to use SWOT analysis of elementary school leadership in Karachi. In SWOT analysis, features of strengths and weaknesses are acknowledged by assessing the internal components in its atmosphere while opportunities and threats are determined by assessing the outer environmental elements. Therefore, SWOT analysis is a strategic planning tool and technique used to explore the strengths, weaknesses, opportunities and threats of any problem.

#### **Overview of Leadership**

Leaders should be lenient and persistent toward their followers when they make mistakes. This is seen in Qur'an 3:159-160, leaders should speak with their followers, beg Allah to pardon them, and pardon them. They ought to exhort their followers to put their faith in Allah in light of everything.

Hazrat Muhammad (ﷺ) did not teach people just by speaking. He taught by deeds at different levels of life to implement the words of the Holy Qur'an of Allah Almighty. He was the symbol of the Qur'an, the ideal of the Qur'an. He taught people various things by reflecting every word of the Qur'an in his life.

Leadership is the influencing and guiding ability of individual or group of people to followers or members of team, company, organization, society. Leadership is also a top hierarchy according to rank & seniority in an organization. However, Leadership attribute is by natural and developable leadership by nurture.

Leblanc and Shelton (1997) made a comprehensive study on the subject of teacher's leadership. The study suggests that in school management the Leadership role requires collaboration and teamwork. Above all effective communication also adds value to powerful leadership.

#### **Leadership Characteristics**

The leadership of Hazrat Muhammad (ﷺ) is exemplary for whole mankind of world for establishing loyalty, truthfulness, reliability, selflessness, ethics, and passion. In political career, he was called and famous just as "al-amin (reliable)" due his deeds and competitors believed it.

As a leader, True Muhammad (ﷺ) is a complete personality package for all field of life. All exemplary modern leadership traits are visible in him and his life is role model for whole mankind.

Dadach (2019) highlighted a) awareness and farsightedness of matters, b) influencing power, c) embodiment of familiarity and consideration and d) courage and determination. Similarly, exceptional qualities like conviction, unbiased, sympathy, raised self-esteem, consolidation capability, ethics and principle, long-term planner, etc. were also part of his quality.

## **Democratic Style**

Democratic Leadership is followers/ subordinate centric style. In this method decision are taken by leadership using voting and consultation among team members. It continues to need guidance and control of the subordinates. All team member has the right to take part in the decision to vote.

Bass & Stogdill (1990) leadership style debate involves discussion and exchange of ideas and encourage people to feel good about the contributions.

## **Bureaucratic Style**

Bureaucratic style represents that the leaders always take officials administrative decision of government and apply it to their subordinates. It means the Administration with Non-elected officials in government ministries organized by the bureaucracy. The bureaucracy of a large organization means the governing mechanism of performing routine work.

Certain forms of public administration are discussed by Weber (1946) in his vital work on the bureaucracy. The studies of bureaucracy led to his renowned work. Various visions of modern public administration are based on his concept. Departmentalization or the Centralization concept is based on his work.

Pinchot & Pinchot (1993) the Concept of Bureaucracy that currently is being applied in Public Administration is largely based on the work of Weber.

## **Laissez-faire**

Eagly, Johannesen-Schmidt & Engen, (2003) laissez-faire is vice versa to autocratic style. In this style leader delegates most of the authority to subordinates and provides either little or no proper direction to them. This style may be appropriate when the subordinates are skilled and willing to work independently; above all, the nature of task the requires innovation.

## **Transformational Leadership**

The leadership style of motivating, inspiring to followers and subordinates for achieving goals & targets. The performance of followers reaches at its peak through a variety of mechanisms. The Mechanism may include infusing a sense of self - ownership and oneness of identity for the mission.

Bass (1991) it sets a good example to the followers that inspires them and makes them interested; hence the followers may be linked with tasks that improve the performance.

## **21<sup>ST</sup> CENTURY LEADERSHIP**

21<sup>st</sup> Century leadership is dynamic in all areas to influence the followers and subordinates. Due to paradigm shift, lifestyle, thought, Behavior, Habits & wants of society has been changed and leadership also needs new set of skills in this technological era. Leaders must prepare themselves not only for their own success but also the member of the society associated with them.

## **21<sup>st</sup> Century Leadership Skills**

Hallinger and Heck (2010) note that instructional leadership has been changed as leadership for learning in the 21<sup>st</sup> century.

21st Century Leadership possess following skills to lead followers:

### **Communication Skill**

School leaders must be communicator for managing the emotions, happiness, sadness, anger of subordinate. It is also necessary to communicate with community, stake holders, peers and subordinate for school development and to improve learning environment.

### **Collaboration Skills**

Collaborative skill deal with others and to build relationships and connect with people inside and outside the school. It is the ability to work in a team to achieve common goals. Collaboration is to contribute and demonstrate with respect and flexibility by each team member. Sometime, sacrifices and compromises are necessary for collaboration. Collaboration is at the heart of education with other core skills. Leadership has no meaning without strong bonding with subordinate to work as team. Same as a human body organ connected with each other to perform as a whole.

### **Critical Thinking Skill**

Critical Thinker are the visionary leaders. Destination in their mind is clear, visionary and a way to achieve that vision is one of the great quality of a school leader.

### **Creativity Skills**

Creativity and innovation are essential for school leader capacities. Creativity enable leader to change new one that is example for others. It express thoughts, feelings, and aspirations in form of concrete result. Creative leaders are the like running water and find out solution for handling in all difficult situations. When leaders are being creative, they are inquisitive; they wonder and question, explore new ideas and investigate; they challenge assumptions; they are persistent, sticking with difficulty, daring to be different and tolerating uncertainty.

## **EDUCATIONAL LEADERSHIP**

Educational leaders have become a topmost priority in education policy agenda at international level because role of leader is vital to expand standard, efficiency and equity of schooling. As developing countries are seeking to adapt their education system in which school leadership productivity is measured in term of human capital to meet the modern society need and expectation of dynamic world because school are the factories to convert human resource into human capital.

### **EDUCATIONAL LEADERSHIP IN SCHOOL SYSTEM OF PAKISTAN**

Farah (2013) argued that school Principal deals with more people than any other person. The school principal has relations with parents, teachers, students, and non-teaching staffs in the school.

### **OVERVIEW OF MAIN STEPS FOR EDUCATIONAL LEADERSHIP IN SINDH**

Main steps for Educational Leader's Developments in Sindh are as follow:

- In 1958, the institution was established in Karachi for primary school teacher.
- In 1960, in-service training Centers (REECs) was started to work in three districts of Sindh for capacity building.
- In 1965, teacher practicing Schools added in different districts of Sindh.

- • More than 70,000 primary school teachers were taught with the introduction of in-service programs in early 1970.
- • In 1972, Elementary Teacher Training Institutions were promoted to Elementary Colleges of Education and their curricula were revamped by the Bureau of Curriculum and Extension Wing.
- • The JV and SV pre-service courses were redesignated as PTC and CT, respectively, in 1974.
- • For the purpose of assisting head teachers and teachers in all educational institutions, teacher guides covering a range of disciplines were created in 1975.
- In 1977, training of 10,000 teachers was conducted through informal media using radio & Open University.
- In 1979, pre-service teacher education courses were emphasized.
- In 1986, 10.9% of project costs of Science Education Project (SEP) were assigned for TE and TED.
- In 1990, 0.53% of the total project cost of Sindh Primary Education Development Project (SPEDP) was allocated for 10,500 serving teachers training.
- In 1993, 18.25% of the total project costs of teacher training project (TTP) were allocated for capacity building of the teachers and to access the remote female and improving teacher education capacity.
- In 1995, PITE Sindh was given task for quality assurance of TEP & TTP.
- In 1995, Middle Schooling Project (MSP) was started and 10 % of the full project costs were assigned to assist, encourage female middle school teacher in rural Sindh and to succeed and retain as teachers & head teachers.
- In 1998, Project for Girls Primary Education Development (GPEDP) initiated to promote girl's education.
- In 2002, the role of BOC&EW was reshaped and elementary colleges were given to PITE Sindh.
- In 2002, Reform support unit (RSU) was formed to assist the Provincial Education Department for Education Sector Reform Assistance (ESRA) project (USAID-RTI).
- In 2007, Ed-Links: USAID's Links to Learning Project Enhancing the caliber of instructors in elementary, middle, and secondary schools was the main goal of the project. It concentrated on the four main subjects: computers, science, English, and mathematics.
- • To enhance TE, Sindh Education Reform Programs were implemented in 2008.
- • In 2009, the National Professional Teachers Standards in Pakistan and the TED Policy were approved for piloting under the policy's guidance.
- This year, 14,000 teachers (PST/JST/HST) were recruited based on merit and necessity. Additionally, the two-year Associate Degree in Education (ADE) and four-year B.Ed (Hon) pilot programs were started. In 2011, Pre-Step

(USAID) for improvement of Pre-Service Teacher Education Program were focused through the standardized development.

- In 2012, establishment of apex body for educational leaders, Head Teachers and teachers, STEDA Act was enacted by the Sindh Assembly.
- In 2012, Monitoring and Evaluation mechanism for oversight of schools and teacher education was initiative and TRP 2012 was approved.
- In 2013 to 2018, Building capacity initiative for teacher Education approved for TEIs.
- In 2014 to 2018, teachers of different cadre (ECT, PST, JEST, HST) was recruited in public sector.
- In 2019 to 2024, Sindh Education Reform Programs and road map was developed for improving access, quality and governance & management.

### **REFORMS FOR EDUCATIONAL LEADERSHIP IN SINDH**

After 18 Amendment legislated by the Pakistani parliament in Constitution in the month of April 2010, province are independent and the education is provincial matter. Each provincial governments facilitate the public sector educational institutions. Therefore, it is the concern of Sindh Government to give quality leadership in educational institutes. Current comprehensive framework by Government of Sindh reforms is as the follows,

1. Sindh Education Standards and Curriculum Act,2014 to rationalize the roles of STEDA, PITE, DCAR and TTI for development of Educational Leaders, Head teachers & Teachers through the
2. Sindh Education Sector Plan & road map for Sindh (2019-2024) for improving access, quality and governance & management.

### **Sindh Education Standards and Curriculum Act, 2014**

The roles of allied institution of SELD were redesigned due to overlapping of responsibilities for school leadership and teacher education by Sindh assembly through the Sindh Education Standards and Curriculum Act,2014. Sindh act No IX of 2015.

### **Sindh teacher education development authority**

STEDA was newly as an apex body to promote professional culture in the field of education in Sindh. However, STEDA have challenges in executing its role effectively as under by Sindh Education Standards and Curriculum Act,2014.

- Accredited and certify programs for teacher education.
- Assurance of quality for both in-service and pre-service for preparing professionally competent head teachers & teachers.
- Responsible for teacher licensing for promoting the culture of professionalism.

STEDA is the regulatory body for leader and teacher education Development (TED) and Continuous Professional Development (CPD) in Sindh. It has the legal body and mandate to formulate policies of TED in Sindh, and to control teachers and leadership training in the province. STEDA is coordination forum across allied wings TEIs, DCAR, PITE, STBB and DSE.

### **Provincial Institute of teacher education**

PITE role is to implement and supervise initial teacher education and standardized CPD programs for developing professional competencies in teachers, teacher educators and head teachers. PITE Sindh is responsible for the quality assurance teacher training and CPD of in-service teacher's programs.

### **Directorate of Curriculum, Assessment and Research**

DCAR devise education Standard as per Curriculum Policy wing. Commission research for curriculum, review textbooks, material development and assessment. DCAR is responsible to conduct random sample base achievement test for grade IV & VIII by their provincial education assessment center ones in a year. This assessment leads to scientific research-based methodology for future planning and policy making.

### **Teachers Training Institutions**

TTIs conduct pre-service teacher courses, ADE, BED etc and also in-service teacher CPD & induction training programs in Government elementary colleges of education, Regional educational extension centers and Divisional educational technology resource centers.

### **Sindh Education Sector Plan and road map (2019-2024)**

The current SESP&R has three goals (Access, Quality and Governance) and eight programs. These three goals for reforming and reshaping the general education sector in Sindh province. The Last goal in this plan is Governance which focus on leadership. Last three goals are mentioned as under in Sindh. (SESP & R 2019-2024)

#### **Access**

All children have the right to an education, as stated in Article 25A of the Islamic Republic of Pakistan's Constitution and the Sindh Free and Compulsory Education Act of 2013, yet not all children in Sindh are able to obtain an education. In Sindh, primary participation and retention rates were 79% (88% for boys and 69% for girls) in 2014–2015. The low NER rate of 61% was a reflection of the province's high rate of enrolling of overage students. The middle GER is 55%. The Pakistan Education Statistics 2016–17 report states that more than 6 million children in Sindh, aged 5 to 16, are not enrolled in school. Level-wise, Sindh has 32,421 primary schools, 1,513 middle schools, 686 elementary schools, 2,026 higher secondary schools, and 36,646 functional schools overall.

#### **Quality and Learning**

Learning Outcomes examine through different assessments across levels and across subjects represent the learning and its quality depends upon how much learning was effective to achieve Student Learning Outcomes.

#### **Governance, Leadership and Management of Education**

In accordance with SESP & R 2019–2024, SELD suggests implementing a number of duties, practices, policies, and processes to guarantee the accomplishment of goals and the responsible and accountable use of resources. The governance and leadership management method of Sindh's education sector needed to be reformed in order to implement these, with authority at the town and district levels.

## **PUBLIC SECTOR ELEMENTARY SCHOOL LEADERSHIP IN KARACHI**

Visionary school leadership always struggle and believe to achieve their goals. School leaders with clear vision play the role of facilitator for teachers and students. Leadership has responsibilities of planning, implementing, supporting, advocating, and monitoring. School leadership develop their professional community of educators for self-learning and to provide productive atmosphere for student learning outcomes (SLOs) in his education institution.

Sonhadji & Huda (2015) state that students' learning outcomes and processes will be evaluated in the form of outcomes as they grow in their social lives. School-produced outcomes ought to produce competent pupils with a sense of social and communal sensitivity.

### **Obstacles for Quality School Leadership in Karachi**

The authoritarian administrative policies are mainly responsible for right person on right place in educational institutions in Karachi. SELD have no policy of transfer and posting of school leadership. In general indifference to the problems of education, poor planning, conventional thinking, aversion to educational change, and lack of experimentation which put together, hindered the progressive educational leadership qualities in Karachi.

### **Challenges for Elementary School Leadership in Karachi**

The following the challenges are faced by the school leadership in Karachi.

- Non cooperative behavior by higher authorities
- Lack of opportunities for professional skills development
- Mall Practices in system
- Inappropriate balance of power to school leadership
- Inadequate involvement of stakeholder
- In adequate physical facilities (building, equipment, etc.)
- Lack of funding
- Fear of transfer & posting
- Political influence
- Social barriers
- Internal & external uncontrollable issues
- Shortage of staff
- Lack of basic needs

## **RESEARCH METHODOLOGY**

The methodology of research adopted in this study is online and direct survey and opinion of the existing school leaders at elementary schools of public sector in Karachi. Data was obtained through online questionnaires and information through telephonic and direct communication. However, examine is commonly qualitative in nature supported by the sample quantitative data found by primary and secondary sources of the research sample.

## Population

In this study of strength, weakness, opportunity and threat of elementary school leadership in public sector was analyzed. The headmaster, the headmistress, the incharge headmaster and the incharge headmistress are leaders in public sector educational institutes of Karachi was focused. For this purpose, the researcher analyzed various leaders of elementary schools during his pilot study and finally selected the sample from existing government job holder headmasters, headmistress, incharge headmaster and the incharge headmistress working in the schools of elementary education in Karachi. During this study public sector elementary school leaders of all thirty towns in seven districts of Karachi is the population. The data of population was collected by online from the website of SELD and physically by School's Director office of Karachi Region, Karachi.

## Composition of Population

In public sector, total 1348 elementary school are functional in Karachi. Elementary institutions are level wise including Primary level (ECE to V) are 1163 schools, Middle level (VI to VIII) are 130 schools and Elementary level (ECE to VIII) are 55 schools. (Reform Support Unit)

The headmaster, the headmistress, the incharge headmaster and the incharge headmistress are leaders, which are currently working in public sector elementary schools of Karachi.

| <b>Table 3.2.1 Public Sector Elementary School leaders in Karachi</b> |                 |   |                     |                          |       |
|---|-----------------|---|---------------------|--------------------------|-------|
| City  | District        | Leaders at three Level of Elementary School |                     |                          | Total |
|   |                 | Primary (ECE to V)                          | Middle (VI to VIII) | Elementary (ECE to VIII) |       |
| <b>Karachi</b>  | Karachi Central | 202   | 19                  | 15                       | 236   |
|   | Karachi East    | 96  | 17                  | 2                        | 115   |
|   | Karachi Kemari  | 150   | 11                  | 7                        | 168   |
|   | Karachi Korangi | 122   | 12                  | 5                        | 139   |
|   | Karachi Malir   | 399   | 49                  | 15                       | 463   |
|   | Karachi South   | 60  | 14                  | 5                        | 79    |
|   | Karachi West    | 134   | 8                   | 6                        | 148   |
|   | Total           | 1163  | 130                 | 55                       | 1348  |

## Sampling

According to Elsy (2018) that the purposive sampling, in particular, was employed in the research to assist identify the criteria by which respondents can be chosen to serve as samples.

This study is the SWOT analysis of elementary school leadership in public sector Karachi. For this purpose, the researcher is to analyze various existing government school heads working in the field of elementary education during this pilot study and finally almost 10 % sample school heads working in public sector elementary schools of all seven districts was selected by random sampling in Karachi for data collection.

### Composition of Sample

Stratified random sample of existing government school heads working in the field of elementary schools in public sector from seven districts of Karachi is selected for information and data collection in this research.

| <b>Table 3.2.2 Selected Govt. Elementary School leaders in Karachi</b> |                 |   |                     |                          |            |
|--|-----------------|---|---------------------|--------------------------|------------|
| City   | District        | Leaders at three Level of Elementary School |                     |                          | Total      |
|  |                 | Primary (ECE to V)                          | Middle (VI to VIII) | Elementary (ECE to VIII) |            |
| <b>Karachi</b>   | Karachi Central | 23  | 1                   | 3                        | 27         |
|  | Karachi East    | 9   | 0                   | 0                        | 9          |
|  | Karachi Kemari  | 9   | 1                   | 0                        | 10         |
|  | Karachi Korangi | 11  | 1                   | 1                        | 13         |
|  | Karachi Malir   | 22  | 2                   | 1                        | 25         |
|  | Karachi South   | 5   | 0                   | 0                        | 5          |
|  | Karachi West    | 10  | 1                   | 1                        | 12         |
|  | <b>Total</b>    | <b>89</b>                                   | <b>6</b>            | <b>6</b>                 | <b>101</b> |

### Research Instrument

A tailor-made questionnaire of twenty items (Annexure1) was prepared for government elementary school headmasters, Head Mistresses, Head teachers. Incharge Headmasters and Incharge Head Mistresses. Questionnaires was initially developed with demographic information. i.e. Name, Gender, Designation, Institution/ Department, Qualification, Administrative/ Academic experience, Trainings and Number of Subordinates.

In this study, Questionnaire consist of 20 Items and likert scale is used to collect respondents' attitudes and opinions.

### Reliability And Validity Of The Current Research

Validity is the degree to which the research instrument's content (the questionnaire) measures what it was designed to measure. The questionnaire was created following a thorough and comprehensive investigation, extensive review of the literature, discussions with the researcher's supervisor and senior colleagues,

educationists, and researchers, as well as after the researcher conducted a thorough and comprehensive review.

The results obtained is then validated with 10 same category respondents elementary School leaders who were outside of the 101 stratified random sample of quantitative research.

Further, ensure reliability and validity of the questionnaire, the information obtained through questionnaires was compared with the information obtained through discussion with middle tier educational leaders i.e. TEOs, DEOs. The findings indicate that validity and reliability of the questionnaire was satisfactory.

### **Data Collection Technique**

In data collection, to determine the current situations regarding the strengths, weaknesses, opportunities, and threats of public sector elementary school's leaders working in Karachi is collected through online, focus telephonic information gathering from these heads. Further, printed & online document analysis and public sector websites are the sources of data collection.

The questionnaire was online administered by the investigator to the participant leaders of elementary school. Although this procedure was easy and less time consuming, it did not yield a response of all items present in questionnaire and low rate of return. Opportunity of telephonic information provided by HMs working in government schools was fruitful. In like manner, WhatsApp information gathering by the investigator in a thoroughly intensive fashion are useful for this research study.

During data collection some school leaders were unable to comprehend questionnaire in 'English. So, with them meaning in 'Urdu' was provided. Secondly, informal discussion with different educationist related to elementary education in Karachi is conducted to collect information.

The research sample used the quantitative method with SWOT analysis and involve 89 primary school leaders, 6 middle school leaders and 6 elementary school leaders of public sector serving in Karachi.

### **DATA ANALYSIS**

Three different kinds of analytical methods were applied.

- a. After doing a qualitative analysis of the data gathered using a variety of techniques, the findings were narratively presented.
- b. Descriptive and inferential statistical procedures were employed in the second type of quantitative methodology used for the questionnaire analysis. Tables created using SPSS version 19 are utilized to describe the data, and item analysis is also produced from the chai square test.
- c. Obtaining information about the state of Karachi's primary institutes from government websites serves as the third metric used for analysis. This was done to get transparent and an objective picture of the public sector leaders in elementary school of Karachi, selected by the researcher for quality of analysis. Additionally, it

complied with the recommended methods for data collection and analysis that were authorized at the study's summary stage.

### Demographic Details

Analysis of the selected public sector elementary school and their leadership.

| Grades of Leaders | Level of Elementary School |                 |            | Total |
|-------------------|----------------------------|-----------------|------------|-------|
|                   | Primary                    | Lower Secondary | Elementary |       |
| BPS               |                            |                 |            |       |
| 14                | 6                          | 0               | 0          | 6     |
| 16                | 36                         | 1               | 0          | 37    |
| 17                | 47                         | 3               | 3          | 53    |
| 18                | 0                          | 2               | 3          | 5     |
| Total             | 89                         | 6               | 6          | 101   |

The level of elementary school and grades of officers being selected as a sample are shown in Table 4.1.1. The respondents are comprised of heads working not only in elementary educational institutes, but also coordinate the town education officers in different town and assist the district education officer in addition to his/ her own duty. They performed all kinds of activities regarding administration, academic management, financial management and planning & development.

| Grades of Leaders | Qualification of the Leaders |        |         |      | Total |
|-------------------|------------------------------|--------|---------|------|-------|
|                   | Bachelor                     | Master | M. Phil | Ph D |       |
| BPS               |                              |        |         |      |       |
| 14                | 1                            | 5      | 0       | 0    | 6     |
| 16                | 0                            | 36     | 1       | 0    | 37    |
| 17                | 0                            | 49     | 3       | 1    | 53    |
| 18                | 0                            | 3      | 1       | 1    | 5     |
| Total             | 1                            | 93     | 5       | 2    | 101   |

The qualification and the grades of randomly selected sample of 101 respondents is described in table 4.1.2. The table describes the grades leadership of elementary public school in Karachi. The highest grade i.e Grade 18 is awarded on seniority bases promotion to qualify mandatory training, whereas, the Grade17 is

awarded 40 % by direct induction by Sindh Public Service Commission and 60 %by promotion from High School teachers (BPS-16) and to qualify mandatory training, the grade 16 awarded to leadership of elementary public school by hiring through Sindh Public Service Commission and promotion from JEST(BPS-14) and JEST (BPS-14) & PST (BPS-14) is hired by third party testing and Transparent process. Some respondents having Ph. D &M. Phil degree, only one candidate have Bachelor & large number of respondents was master's degrees holder.

This result suggests the need of highly educate people to be placed in the school.

| Grades of Leaders | Number of Dependent teaching Staff Members |                   |                   |                   |                       | Total      |
|-------------------|--|-------------------|-------------------|-------------------|-----------------------|------------|
|                   | Up to 5 teachers                           | Up to 10 teachers | Up to 15 teachers | Up to 20 teachers | More than 20 teachers |            |
| 14                | 2  | 2                 | 1                 | 0                 | 0                     | 5          |
| 16                | 5  | 22                | 8                 | 6                 | 3                     | 44         |
| 17                | 1  | 20                | 18                | 5                 | 4                     | 48         |
| 18                | 0  | 0                 | 0                 | 2                 | 2                     | 4          |
| <b>Total</b>      | <b>8</b>                                   | <b>44</b>         | <b>27</b>         | <b>13</b>         | <b>9</b>              | <b>101</b> |

The number of subordinates teaching staff being led by respondents on Grade wise basis has been illustrate in table 4.1.3. The table shows/ depicts that Grade 14 headmaster & Headmistress mostly control 5 to 10 subordinates. While Grade 16 school heads have been observed as controlling mostly 10 to15 teachers, as well as Grade 17 school heads have 20 subordinate teaches. On the other side, Heads of Grade 18 have control of 20 and more than 20 teaching staff.

| Grades of Leaders | Number of Dependent Non-teaching Staff (NTS) Members |             |             |              |                  | Total |
|-------------------|--|-------------|-------------|--------------|------------------|-------|
|                   | Up to 3 NTS  | Up to 6 NTS | Up to 9 NTS | Up to 12 NTS | More than 12 NTS |       |
| 14                | 3  | 1           | 1           | 0            | 0                | 5     |

|              |    |    |    |    |   |     |
|--------------|----|----|----|----|---|-----|
| 16           | 8  | 19 | 12 | 6  | 0 | 44  |
| 17           | 7  | 20 | 16 | 5  | 0 | 48  |
| 18           | 0  | 1  | 1  | 2  | 0 | 4   |
| <b>Total</b> | 18 | 41 | 30 | 13 | 0 | 101 |

### Item Analysis

The main tool used for the collection of primary data was the questionnaire comprising of twenty items. These items were analyzed using Chi Square on SPSS

The details of the item analysis are as follows:

Item 1 Recruitment process of school leadership and human resource is transparent in public sector.

Recruitment process of school leadership and human resource is transparent in public sector

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 19.0       | -14.0    |
| Disagree          | 7          | 19.0       | -12.0    |
| Neutral           | 11         | 19.0       | -8.0     |
| Agree             | 18         | 19.0       | -1.0     |
| Strongly agree    | 54         | 19.0       | 35.0     |
| Total             | 95         |            |          |

### Test Statistics

|             | Recruitment process of school leadership and human resource is transparent in public sector |
|-------------|---|
| Chi-Square  | 85.789 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether recruitment of school leadership and human resource through transparent process, and the results show that people are largely strongly agree on the issue,  $X^2(4, N = 95) = 85.789, P < .05$ .

Item 2 School leadership always struggle for improvement of public sector elementary educational institute.

School leadership always struggle for improvement of public sector elementary educational institute.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 6          | 16.6       | -10.6    |
| Disagree          | 9          | 16.6       | -7.6     |
| Neutral           | 9          | 16.6       | -7.6     |
| Agree             | 16         | 16.6       | -.6      |
| Strongly agree    | 43         | 16.6       | 26.4     |
| Total             | 83         |            |          |

#### Test Statistics

|             |  |
|-------------|--|
|             | School leadership always struggle for improvement of public sector elementary educational institute. |
| Chi-Square  | 55.735 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .000   |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes on whether school leadership always struggle for the betterment of elementary education Institutions, and the results show that people largely agree that school leadership always struggle for the betterment of elementary education Institutions,  $X^2(4, N = 83) = 55.735, P < .05$

Item 3 Elementary school leadership is capable to identify academic, physical, financial and other needs of Institutions.

Elementary school leadership is capable to identify academic, physical, financial and other needs of Institutions.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 19.2       | -14.2    |
| Disagree          | 6          | 19.2       | -13.2    |
| Neutral           | 12         | 19.2       | -7.2     |
| Agree             | 21         | 19.2       | 1.8      |
| Strongly agree    | 52         | 19.2       | 32.8     |
| Total             | 96         |            |          |

#### Test Statistics

|            |  |
|------------|--|
|            | Elementary school leadership is capable to identify academic, physical, financial and other needs of Institutions. |
| Chi-Square | 78.479 <sup>a</sup>  |
| Df         | 4  |

|             |      |
|-------------|------|
| Asymp. Sig. | .000 |
|-------------|------|

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether respondents prefer to identify academic, physical, financial and other needs of institutions, and the results show that respondents prefer to identify academic, physical, financial and other needs of institutions,  $X^2(4, N = 96) = 78.479, P < .05$ .

Item 4 Higher authorities always support the elementary school leadership for quality education.

Higher authorities always support the elementary school leadership for quality education.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 14.4       | -9.4     |
| Disagree          | 5          | 14.4       | -9.4     |
| Neutral           | 6          | 14.4       | -8.4     |
| Agree             | 14         | 14.4       | -.4      |
| Strongly agree    | 42         | 14.4       | 27.6     |
| Total             | 72         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Higher authorities always support the elementary school leadership for quality education. |
| Chi-Square  | 70.083 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether higher authorities always support the elementary school leadership for quality education and the results show that people agree that higher authorities always support the elementary school leadership for quality education,  $X^2(4, N = 72) = 70.083, P < .05$ .

Item 5 School leadership and stakeholders have good coordination to solve all challenges.

School leadership and stakeholders have good coordination to solve all challenges.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 16         | 17.2       | -1.2     |
| Disagree          | 19         | 17.2       | 1.8      |
| Neutral           | 18         | 17.2       | .8       |

|                |    |      |      |
|----------------|----|------|------|
| Agree          | 15 | 17.2 | -2.2 |
| Strongly agree | 18 | 17.2 | .8   |
| Total          | 86 |      |      |

#### Test Statistics

|             |  |
|-------------|--|
|             | School leadership and stakeholders have good coordination to solve all challenges. |
| Chi-Square  | .628 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .960   |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether School leadership and stakeholders have good coordination to solve all challenges and the results show that people are largely undecided that School leadership and stakeholders have good coordination to solve all challenges,  $X^2(4, N = 86) = .628, P < .05$ .

Item 6 Public sector elementary institutions have shortage of appropriate and skilled leadership.

Public sector elementary institutions have shortage of appropriate and skilled leadership.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 7          | 14.6       | -7.6     |
| Disagree          | 11         | 14.6       | -3.6     |
| Neutral           | 7          | 14.6       | -7.6     |
| Agree             | 12         | 14.6       | -2.6     |
| Strongly agree    | 36         | 14.6       | 21.4     |
| Total             | 73         |            |          |

#### Test Statistics

|             |  |
|-------------|--|
|             | Public sector elementary institutions have shortage of appropriate and skilled leadership. |
| Chi-Square  | 40.630 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .000   |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether public sector elementary institutions have shortage of appropriate and skilled leadership. And the results show that people largely agree that the public sector elementary institutions have shortage of appropriate and skilled leadership.  $\chi^2(4, N = 73) = 40.630, P < .05$ .

Item 7 Public sector has no mechanism of continuous monitoring and evaluation of elementary school leadership.

.Public sector has no mechanism of continuous monitoring and evaluation of elementary school leadership.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 19.0       | -14.0    |
| Disagree          | 7          | 19.0       | -12.0    |
| Neutral           | 11         | 19.0       | -8.0     |
| Agree             | 18         | 19.0       | -1.0     |
| Strongly agree    | 54         | 19.0       | 35.0     |
| Total             | 95         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Public sector has no mechanism of continuous monitoring and evaluation of elementary school leadership. |
| Chi-Square  | 85.789 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether public sector has no mechanism of continuous monitoring and evaluation of elementary school leadership. And the results show that people are agreed that public sector has no mechanism of continuous monitoring and evaluation of elementary school leadership,  $\chi^2(4, N = 95) = 85.789, P < .05$ .

Item 8 Lack of physical facilities in public sector elementary institutions is a barrier for performance.

Lack of physical facilities in public sector elementary institutions is a barrier for performance.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 2          | 17.8       | -15.8    |

|                |    |      |      |
|----------------|----|------|------|
| Disagree       | 12 | 17.8 | -5.8 |
| Neutral        | 11 | 17.8 | -6.8 |
| Agree          | 12 | 17.8 | -5.8 |
| Strongly agree | 52 | 17.8 | 34.2 |
| Total          | 89 |      |      |

#### Test Statistics

|             |  |
|-------------|--|
|             | Lack of physical facilities in public sector elementary institutions is a barrier for performance. |
| Chi-Square  | 86.112 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .000   |

We can see from the output that the chi-square value is not significant ( $p > .05$ ). Therefore, it can be concluded that significant differences are not found in the frequency of attitudes towards whether lack of physical facilities in public sector elementary institutions a barrier for performance is., and the results show that the respondents are largely agreed on the issue.  $X^2(4, N = 89) = 86.112, P < .05$ .

Item 9 Leadership in elementary schools faces financial problems.

Leadership in elementary schools faces financial problems.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 7          | 16.2       | -9.2     |
| Disagree          | 7          | 16.2       | -9.2     |
| Neutral           | 16         | 16.2       | -.2      |
| Agree             | 12         | 16.2       | -4.2     |
| Strongly agree    | 39         | 16.2       | 22.8     |
| Total             | 81         |            |          |

#### Test Statistics

|             |  |
|-------------|--|
|             | Leadership in elementary schools faces financial problems. |
| Chi-Square  | 43.630 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .000   |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether Leadership in elementary schools faces financial problems, and the results show that people are agreed that the leadership in elementary schools faces financial problems on the issue,  $X^2(4, N = 81) = 43.630, P < .05$ .

Item 10 Public sector elementary institutes face challenges regarding competent leadership.

Public sector elementary institutes face challenges regarding competent leadership.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 7          | 16.4       | -9.4     |
| Disagree          | 9          | 16.4       | -7.4     |
| Neutral           | 7          | 16.4       | -9.4     |
| Agree             | 12         | 16.4       | -4.4     |
| Strongly agree    | 47         | 16.4       | 30.6     |
| Total             | 82         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Public sector elementary institutes face challenges regarding competent leadership. |
| Chi-Square  | 72.390 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether public sector elementary institutes face challenges regarding competent leadership and the results show that people largely agree that Public sector elementary institutes face challenges regarding competent leadership,  $X^2(4, N = 82) = 72.390^a, P < .05$ .

Item 11 Leadership is adaptive to improve learning environment in elementary public school.

Leadership is adaptive to improve learning environment in elementary public school.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 6          | 16.2       | -10.2    |
| Disagree          | 7          | 16.2       | -9.2     |
| Neutral           | 11         | 16.2       | -5.2     |
| Agree             | 20         | 16.2       | 3.8      |
| Strongly agree    | 37         | 16.2       | 20.8     |
| Total             | 81         |            |          |

#### Test Statistics

|            |   |
|------------|---|
|            | Leadership is adaptive to improve learning environment in elementary public school. |
| Chi-Square | 40.914 <sup>a</sup>   |

|             |      |
|-------------|------|
| Df          | 4    |
| Asymp. Sig. | .000 |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether Leadership is adaptive to improve learning environment in elementary public school, and the results show that people largely agree that Leadership is adaptive to improve learning environment in elementary public school,  $X^2(4, N = 81) = 40.914, P < .05$ .

Item 12 Leadership tries to do justice with lower staff in solving real administrative problems and emerging issues.

Leadership tries to do justice with lower staff in solving real administrative problems and emerging issues.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 15.6       | -10.6    |
| Disagree          | 7          | 15.6       | -8.6     |
| Neutral           | 11         | 15.6       | -4.6     |
| Agree             | 12         | 15.6       | -3.6     |
| Strongly agree    | 43         | 15.6       | 27.4     |
| Total             | 78         |            |          |

#### Test Statistics

|             |  |
|-------------|--|
|             | Leadership tries to do justice with lower staff in solving real administrative problems and emerging issues. |
| Chi-Square  | 62.256 <sup>a</sup>  |
| Df          | 4  |
| Asymp. Sig. | .000   |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether leadership tries to do justice with lower staff in solving real administrative problems and emerging issues. The results show that the respondents largely agree that the leadership tries to do justice with lower staff in solving real administrative problems and emerging issues,  $X^2(4, N = 78) = 62.256, P < .05$ .

Item 13 Leadership of elementary public school is passionate for innovation in teaching learning Methods.

Leadership of elementary public school is passionate for innovation in teaching learning Methods.

|  | Observed N | Expected N | Residual |
|--|------------|------------|----------|
|--|------------|------------|----------|

|                   |    |      |      |
|-------------------|----|------|------|
| Strongly disagree | 16 | 15.0 | 1.0  |
| Disagree          | 11 | 15.0 | -4.0 |
| Neutral           | 11 | 15.0 | -4.0 |
| Agree             | 18 | 15.0 | 3.0  |
| Strongly agree    | 19 | 15.0 | 4.0  |
| Total             | 75 |      |      |

#### Test Statistics

|             |   |
|-------------|---|
|             | Leadership of elementary public school is passionate for innovation in teaching learning methods. |
| Chi-Square  | 3.867 <sup>a</sup>  |
| Df          | 4   |
| Asymp. Sig. | .424  |

We can see from the output that the chi-square value is not significant ( $p > .05$ ). Therefore, it can be concluded that significant differences are not found in the frequency of attitudes towards whether leadership of elementary public school is passionate for innovation in teaching learning methods, and the results show that the respondents are largely undecided on the issue.  $X^2(4, N = 75) = 3.867, P > .05$ .

Item 14 Leadership is self-motive to provide equitable learning environment in public sector Elementary School.

Leadership is self-motive to provide equitable learning environment in public sector Elementary School.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 16.2       | -11.2    |
| Disagree          | 5          | 16.2       | -11.2    |
| Neutral           | 6          | 16.2       | -10.2    |
| Agree             | 16         | 16.2       | -.2      |
| Strongly agree    | 49         | 16.2       | 32.8     |
| Total             | 81         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Leadership is self-motive to provide equitable learning environment in public sector Elementary School. |
| Chi-Square  | 88.321 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

### Test Statistics

|             |   |
|-------------|---|
|             | Leadership is self-motive to provide equitable learning environment in public sector Elementary School. |
| Chi-Square  | 88.321 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether leadership is self-motive to provide equitable learning environment in public sector elementary school and the results show that people agree that Transfer and postings of leadership are done on need and skill bases in public sector elementary school,  $X^2(4, N = 81) = 88.321, P < .05$ .

Item 15 Leadership in elementary public school involve community before taking any decision for improvement.

Leadership in elementary public school involve community before taking any decision for improvement.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 12         | 18.4       | -6.4     |
| Disagree          | 23         | 18.4       | 4.6      |
| Neutral           | 22         | 18.4       | 3.6      |
| Agree             | 12         | 18.4       | -6.4     |
| Strongly agree    | 23         | 18.4       | 4.6      |
| Total             | 92         |            |          |

### Test Statistics

|             |  |
|-------------|--|
|             | Leadership in elementary public school involve community before taking any decision for improvement. |
| Chi-Square  | 7.457 <sup>a</sup>   |
| Df          | 4  |
| Asymp. Sig. | .114   |

We can see from the output that the chi-square value is not significant ( $p > .05$ ). Therefore, it can be concluded that significant differences are not found in the frequency of attitudes towards whether Leadership in elementary public school involve community before taking any decision for improvement, and the results show that the respondents are undecided on the issue  $X^2(4, N = 92) = 7.457, P > .05$ .

Item 16 School Leadership sometimes effected due to inadequate education planning and policy.

School Leadership sometimes effected due to inadequate education planning and policy.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 12         | 18.6       | -6.6     |
| Disagree          | 11         | 18.6       | -7.6     |
| Neutral           | 6          | 18.6       | -12.6    |
| Agree             | 12         | 18.6       | -6.6     |
| Strongly agree    | 52         | 18.6       | 33.4     |
| Total             | 93         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | School Leadership sometimes effected due to inadequate education planning and policy. |
| Chi-Square  | 76.301 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether School Leadership sometimes effected due to inadequate education planning and policy. The results show that respondents largely agree that the Leadership sometimes performs responsibilities due to pressure of competitive environment,  $X^2(4, N = 93) = 76.301, P < .05$ .

Item 17 Internal challenges are hurdle in performance of elementary school leadership.

Internal challenges are hurdle in performance of elementary school leadership.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 21         | 16.6       | 4.4      |
| Disagree          | 18         | 16.6       | 1.4      |
| Neutral           | 11         | 16.6       | -5.6     |
| Agree             | 12         | 16.6       | -4.6     |
| Strongly agree    | 21         | 16.6       | 4.4      |
| Total             | 83         |            |          |

#### Test Statistics

|             |  |
|-------------|--|
|             | Internal challenges are hurdle in performance of elementary school leadership. |
| Chi-Square  | 5.614 <sup>a</sup>   |
| Df          | 4  |
| Asymp. Sig. | .230   |

We can see from the output that the chi-square value is not significant ( $p > .05$ ). Therefore, it can be concluded that significant differences are not found in the

frequency of attitudes towards whether internal challenges are hurdle in performance of elementary school leadership., and the results show that the respondents are largely undecided on the issue.  $X^2(4, N = 83) = 5.614, P > .05$ .

Item 18 Political influence is main challenge for leadership in elementary public school.

Political influence is main challenge for leadership in elementary public school.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 16.8       | -11.8    |
| Disagree          | 9          | 16.8       | -7.8     |
| Neutral           | 11         | 16.8       | -5.8     |
| Agree             | 12         | 16.8       | -4.8     |
| Strongly agree    | 47         | 16.8       | 30.2     |
| Total             | 84         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Political influence is main challenge for leadership in elementary public school. |
| Chi-Square  | 69.571 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether Political influence is main challenge for leadership in elementary public school, and the results show that people largely agree that Political influence is main challenge for leadership in elementary public school,  $X^2(4, N = 84) = 69.571, P < .05$ .

Item 19 Social challenges cause difficulty in performance of leadership.

Social challenges cause difficulty in performance of leadership.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 5          | 15.4       | -10.4    |
| Disagree          | 12         | 15.4       | -3.4     |
| Neutral           | 11         | 15.4       | -4.4     |
| Agree             | 20         | 15.4       | 4.6      |
| Strongly agree    | 29         | 15.4       | 13.6     |
| Total             | 77         |            |          |

#### Test Statistics

|  |  |
|--|--|
|  | Social challenges cause difficulty in performance of leadership. |
|--|--|

|             |                     |
|-------------|---------------------|
| Chi-Square  | 22.416 <sup>a</sup> |
| Df          | 4                   |
| Asymp. Sig. | .000                |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether social challenges cause difficulty in performance of leadership., and the results show that people agree that social challenges cause difficulty in performance of leadership,  $X^2 (4, N = 77) = 22.416, P < .05$ .

Item 20 Fear of uncertain transfer and posting effect leadership performance.

Fear of uncertain transfer and posting effect leadership performance.

|                   | Observed N | Expected N | Residual |
|-------------------|------------|------------|----------|
| Strongly disagree | 6          | 15.2       | -9.2     |
| Disagree          | 7          | 15.2       | -8.2     |
| Neutral           | 20         | 15.2       | 4.8      |
| Agree             | 16         | 15.2       | .8       |
| Strongly agree    | 27         | 15.2       | 11.8     |
| Total             | 76         |            |          |

#### Test Statistics

|             |   |
|-------------|---|
|             | Fear of uncertain transfer and posting effect leadership performance. |
| Chi-Square  | 20.711 <sup>a</sup>   |
| Df          | 4   |
| Asymp. Sig. | .000  |

We can see from the output that the chi-square value is significant ( $p < .05$ ). Therefore, it can be concluded that there are significant differences in the frequency of attitudes towards whether Fear of uncertain transfer and posting effect leadership performance. And the results show that people are believe that Fear of uncertain transfer and posting effect leadership performance,  $X^2 (4, N = 76) = 20.711, P < .05$ .

#### Hypotheses testing

The questionnaire result may be used for Chai Square Test and further analysis based of One sample, T test. The data yielded from Questionnaire, Item No: 1 to 5, Item No: 6 to 10, Item No: 11 to 15, Item No: 16 to 20 were used to test Hypotheses (Strength, Weaknesses, Opportunities and Threats) respectively for Leadership in Public Sector Elementary School Karachi by means of the independent variable occurring to effect Leadership Performance

The results of one sample T- test the analysis are provided in the following tables:

**Table 4.5.1 Results of the One-Sample test**

|      |  | Test Value = 4 |                   |           |           |
|------|--|----------------|-------------------|-----------|-----------|
| Q No | Items  | T-value        | No of Respondents | Sig Value | Mean Diff |
| 1    | Recruitment Process of School Leadership and Human Resource is transparent in public sector.                       | 9.673          | 101               | 0         | 0.515     |
| 2    | School Leadership always struggle for improvement of public sector Elementary Education Institutions.              | 1.01           | 101               | 0.315     | 0.097     |
| 3    | Elementary School Leadership is capable to identify academic, physical, financial and other needs of Institutions. | -3.829         | 101               | 0         | -0.515    |
| 4    | Higher authorities always support the Elementary School Leadership for quality education.                          | 5.848          | 101               | 0         | 0.398     |
| 5    | School Leadership and stakeholders have good coordination to solve all challenges.                                 | 0.881          | 101               | 0.38      | 0.068     |
| 6    | Public sector Elementary Institutions have shortage of appropriate and skilled Leadership.                         | 0.943          | 101               | 0.348     | 0.087     |
| 7    | Public Sector have no mechanism of Continuous monitoring and evaluation of elementary School leadership.           | 9.673          | 101               | 0         | 0.515     |
| 8    | Lack of physical facilities in public sector Elementary Institutions is a barrier for performance.                 | 4.091          | 101               | 0         | .291      |
| 9    | Elementary Leadership in schools faces financial problems.   | 4.191          | 101               | 0         | .602      |
| 10   | Public sector Elementary schools faces challenges regarding competent leadership.                                  | 2.54           | 101               | 0.013     | 0.233     |
| 11   | Leadership is Adaptive to improve learning environment in Elementary Public School.                                | 0.3            | 101               | 0.765     | 0.029     |
| 12   | Leadership tries to do justice with staff in solving real administrative problems and emerging issues.             | 7.256          | 101               | 0         | 0.456     |
| 13   | Leadership of Elementary Public School   | -3.626         | 101               | 0         | -         |

|    |   |        |     |       |        |
|----|---|--------|-----|-------|--------|
|    | is passionate for innovation in teaching learning Methods.  |        |     |       | 0.524  |
| 14 | Leadership is self-motive to provide equitable learning environment in public sector Elementary School. | 10.581 | 101 | 0     | 0.621  |
| 15 | Leadership in Elementary Public School involve community before taking any decision for improvement.    | 11.93  | 101 | 0     | 0.583  |
| 16 | School Leadership sometimes effected due to inadequate education planning and policy.                   | -0.856 | 101 | 0.394 | -0.097 |
| 17 | Internal challenges are hurdle in performance of Elementary School leadership.                          | -5.34  | 101 | 0     | -0.621 |
| 18 | Political influence is main challenge for leadership in Elementary Public School.                       | 1.216  | 101 | 0.227 | 0.087  |
| 19 | Social challenges cause difficulty in performance of leadership.  | -4.983 | 101 | 0     | -0.641 |
| 20 | Fear of uncertain transfer and posting effect leadership performance.                                   | -0.103 | 101 | 0.918 | -0.01  |

The result analysis shows that all following null hypothesizes are rejected that.

**Hypotheses No: 1-H0:** Does school leadership not possess the strength in public sector elementary institutions in Karachi?

**Hypotheses No: 2- H0:** Does school leadership not pertain the weaknesses in public sector elementary institutions in Karachi?

**Hypotheses No: 3- H0:** Does school leadership not partake the opportunities in public sector elementary institutions in Karachi?

**Hypotheses No: 4- H0:** Does school leadership not pose the threats in public sector elementary institutions in Karachi?

Therefore, the alternative hypothesizes are accepted that.

**Hypotheses No: 1-H1:** School leadership possess the strength in public sector elementary institutions in Karachi?

**Hypotheses No: 2- H1:** School leadership pertain the weaknesses in public sector elementary institutions in Karachi?

**Hypotheses No: 3- H1:** School leadership partake the opportunities in public sector elementary institutions in Karachi?

**Hypotheses No: 4- H1:** School leadership pose the threats in public sector elementary institutions in Karachi?

## DISCUSSIONS, CONCLUSION, POLICY IMPLICATIONS AND FUTURE RESEARCH

The respondents of the study are in leading or directing positions in formal elementary education institutions in Karachi. The responses have been analyzed statistically in chapter 4, where hypotheses of the study have been tested on the basis of collected data through Chi test and T test. In this chapter the discussion on results and conclusions of the study is drawn.

## **DISCUSSION**

It has been agreed by many respondents that the school leadership and human resource recruited through transparent process. Recruitment process of School Headmaster and Headmistress is done through Sindh Public Service Commission or by transparent Departmental promotion committee of High school teachers to Headmaster and Headmistress as mentioned in rules. School Leader struggles for the betterment of elementary education institutions is largely agreed and the Leader is involved personally in resolving any school matter. The respondents believe that the elementary school leadership is capable to identify academic, physical, financial and other needs of Institutions and they address these requirement time to time and inform their higher authorities. The elementary school leadership accepted that higher authorities always support for quality education but some hurdles are to improve quality education by different reasons occurring in system. The respondent's reply show that people are largely undecided that School leadership and stakeholders have good coordination to solve all challenges. Stakeholders have their own agendas and challenges exist and no serious behavior is observed regarding coordination to face challenges. The educational leader understand that public sector elementary institutions have shortage of appropriate and skilled leadership. Many elementary schools are managed by incharges or teachers and favoritism by higher authorities is observed. The respondents agreed that the government sector has no mechanism of continuous monitoring and evaluation of elementary school leadership. Monitoring and evaluation directorate and policy is made in 2017 by SELD but not properly implemented, only attendance of employee is monitor. Efficiency and effectiveness of human resource and leadership mechanism does not exist. Annual confidential report/ Performance Evaluation Report at the end of every annum is just formality, not a true method.

## **CONCLUSION**

It has been concluded that the school leadership is strengthen due to their own recruitment on merit based through transparent process and his staff also, their own struggles for the betterment of elementary education institutions and personal involvement in resolving any school matter, their capability to identify academic, physical, financial and other needs of Institutions and timely communication on these requirement with higher authorities, support of higher authorities to remove hurdles to improve quality education. Whereas this study concludes that the school leadership is not strengthen with stakeholder's coordination to solve challenges.

The study highlights the weakness of the elementary educational leadership, it have shortage of appropriate and skilled leadership, the government sector has no mechanism of continuous monitoring and evaluation of elementary school leadership to measure efficiency and effectiveness, the Lack of physical facilities and financial problems in public sector elementary institutions is a barrier for leadership performance, further leadership competency is weak area to face challenges in the public sector elementary institutes.

Further, this study conclude that Leaders have opportunities of adaptation to improve learning environment but not passionate for innovation in teaching learning Methods in elementary public school, However the Leadership have an opportunity to do justice with lower staff in solving real administrative problems and emerging issues and avail their transfer and postings on need and skill bases in public sector elementary school. Whereas leadership fail to get the opportunity of community involvement before taking any decision for improvement and promoting democratic attitude.

Furthermore, it is concluded that elementary school leadership threatened to perform responsibilities due to pressure of competitive environment, the internal workplace challenges, the political influence and the social challenges also cause difficulty in performance of leadership. Moreover, the fear of uncertain transfer and posting effect leadership performance. The undue transfers have negatively impact on the efficiency and effectiveness of Leadership.

### **Recommendations**

Following recommendations are proposed on the basis of conclusions in this study,

- i. The government should take dynamic initiative to make comparative worldwide school leadership in elementary institute.
- ii. Policies and procedures should be properly implemented to stabilize the effectiveness of educational leadership.
- iii. Education Department is required to secure the educational Leaders from internal, political and social challenges.
- iv. Continuous Professional Development training and moral support is required to motivate the leader.
- v. 21<sup>st</sup> Century Leadership Skills development initiative should be taken by government.
- vi. Opportunity to enrich Competency and leadership style may be made possible by higher authorities.
- vii. Separate training of administration, academic management, financial management, planning and development should be organized for school Leadership.
- viii. The elementary school may be provided all basic facilities such as building, furniture, electricity, water and learning material charts, etc.
- ix. Adequate budget should be allocated to full fill the requirement of the school, minimum 4% budget of GDP must be allocated for education.

- x. Serious attitude of bureaucracy, political will and consistency in educational policies by elected democratic government is necessary to achieve targets of quality education and literacy.
- xi. Public sector Leadership and schools should be engaged with private sectors by Governments of Sindh through public private partnerships, especially in the areas of teacher education and professional development programs.
- xii. Initiative of connecting schools nationwide and worldwide should be taken by Sindh Government to create comparative and competitive environment in public sector.

### **Policy Implication**

The suggestion based on results in this research study are, the modern modified practices of elementary school leadership shall be carried in institutes. True practical application of Monitoring and evaluation policy 2017 and implementation key performance indicators (KPIs) for leadership performance shall be introduced in schools to decide its effectiveness and efficiency. The initiative of transfer and posting policy making is necessary for educational leadership, teaching and non-teaching staff to remove fear and to do transfer and posting on merit basis. Further, important supportive measures for the Leader shall be taken to face internal, political and social pressures, which is necessary to boost the performance of the Leaders.

### **Future Research**

This study is limited to the public sector elementary schools in the Karachi. Future research is required to be carried out from wider geographical area of the Sindh Provinces for SWOT analysis of public sector elementary school leadership. The present study has been undertaken only elementary school leaders. However, the survey may be enhanced by including secondary and higher secondary school leaders. Further, the study may be improved using hybrid method of research and extending the questions. This research may be qualitative and mix method to deliver the exact analysis.

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