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## Education for Sustainability: A Pathway to Empowering Marginalized Communities

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### ABSTRACT

This research examines that how the Non-Profit Organization, situated in an underprivileged area of Karachi, empowers deprived families via community involvement and education. The research used a phenomenological qualitative technique, and data were taken from the principal, parents, and teachers to investigate the perspectives and experiences regarding Non-Profit organization. Focus group and in-depth interviews were used to gather information on how Non-Profit's efforts support social and educational development at underprivileged areas in Karachi, Pakistan. The results show that teacher motivation, continues professional development, intimate teacher-student interactions, and family engagement all contribute to community empowerment. The Non-Profit emphasis on moral growth, skill-building, and inclusive support networks, combined with the principal's community-rooted leadership. Years of hard work and a dedication Non-Profit successfully overcome the educational gaps and builds community. The study emphasizes how non-profit organization based educational programs may significantly influence long-term societal development in Pakistan.

**Keywords:** Non-profit education, Community empowerment, Underprivileged communities, Teacher professional development, Family engagement

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## INTRODUCTION

### Background

In Pakistan, education is largely regarded as an essential human right and a major force behind social and economic advancement. However, education is a daunting task, a very challenging milestone we have to achieve if we want to see Pakistan in the race of the developed nations of this world (Aslam et al., 2024). Many Non-government nonprofit organizations are striving to educate children and reduce the huge gap of illiterate people because children are the greatest asset to a nation (Ahmad, 2022). If a country wants to secure a good future, it needs to develop and sustain its children. Give them the proper facilities and education to ensure the future leaders of the nation are fit for the role. Non-Profit is devoted to providing education to underprivileged children in Pakistan. It is to notify that: large number of the students in formal programs, many graduates over the years. Small student-teacher ratio, minimal fees to support operations. Significantly influencing the nation's educational system, which aims to provide students from underprivileged backgrounds with high-quality education and skill development. Non-Profit Educational Organization empowers communities and brings about long-lasting social change by providing socioeconomically to underprivileged children with extracurricular activities, vocational training, and community engagement in addition to traditional classroom instruction.

This research aims to comprehend how Non-Profit Educational Organization contributes to community empowerment through educational and capacity-building initiatives, according to teachers, parents, and management.

### Problem Statement

Every human being is entitled to a good education. It would be a dream come true if every child born in our country Pakistan receives education as fervently as s/he does nurturing. Far from this ideal, children are deprived of their right to education as they have to toil hard to earn daily wages and breach labor laws (Aslam et al., 2024). Non-Profit Educational Organization is taking initiatives to reduce the illiteracy gap in Pakistan (Siddiqui, Azeem, Ali & Shahwar, 2025). However, education is a means of empowering communities who face challenges in obtaining high-quality education. Studies on the specific ways that NGOs like Non-Profit Educational Organization strengthen communities are few, despite their efforts to overcome these challenges. Gaining knowledge to expand educational access is crucial for creating plans, enhancing instructional methods, encouraging parent participation, and ensuring effective governance. This study aims to address the education gap by exploring the external and internal processes, motivational forces, and community engagement that drive the success of Non-Profit Educational Organization in empowering underprivileged populations.

This research will highlight how a community can, with collaborative effort, bring its people from darkness into light through education.

### Research Objectives

- To examine how Non-Profit Educational Organization empowers

underprivileged communities in Pakistan through education and skill development.

- To find out what motivates the teachers to impart knowledge to the underprivileged children
- To determine how the parents facilitate the education of their children attending Non-Profit organization
- To explore the steps taken by the management to ensure quality governance

#### **Research Questions**

- How does Non-Profit Educational Organization contribute to the empowerment of underprivileged communities in Pakistan through its educational initiatives?
- What motivates the teachers to teach the underprivileged children?
- What role do the parents play in facilitating the education of their children?
- How does the management ensure quality governance?

#### **Significance of the study**

This study will provide a good addition among the few studies on CBOs and their approach to tackle the downward statistics of education in Pakistan. The society will benefit most from this research, as any positive outcome of the research will then be used to debate on the importance of having many more community-based initiatives. The team supervising the Non-Profit organization educational based activities and behind all the hard work will benefit from this research, as other initiatives would, Insha'Allah, start, and they would be looked up to as founders of an amazing initiative. The parents will benefit greatly from this research, as they would be assured of the step, they have taken by educating their children. The teachers would also benefit from this study as their efforts would be highlighted. The researcher will uncover the skills used by the community to keep this nonprofit organization running that have not been highlighted before.

#### **LITERATURE REVIEW**

Empowerment via education refers to the process by which individuals acquire information, skills, confidence, and agency to enhance their socio-economic standing and engage meaningfully in society. Khalid & Zafar (2023) stated that education is a crucial element of empowering individuals to make educated decisions and confront systemic injustices. However, Pakistan is facing an enormous crisis in its educational sector. Mahmud and Mckay (2006) said that it is due to lack of commitment by the education providers and lack of leadership due to the governing bodies. Lack of resources is another major problem which has led Pakistan to be among the worst educational indicators of the Asian region (Elfert & Ydesen, 2023).

Community development is incomplete if the locals are not empowered. Paulo Freire in his famous book 'Pedagogy of the Oppressed' professed that the powerless -in order to change their circumstances- need to unite (Mansuri and Rao 2004). Empowerment is an "on-going process that involves mutual respect, critical reflection, group participation through which people that lack proportional share of resources, gain greater access to and control over those resources as Empowerment is

both a process and an outcome” (Khalid & Zafar, 2023).

Bray (2003) mentions that in the Declaration of the 1990 World Conference on Education for All (WCEFA), a statement was agreed that: “Partnerships at the community level, should be encouraged; they can help harmonize activities, utilize resources more effectively, and mobilize additional financial and human resources where necessary.” Any intervention requires empowerment and can only succeed in ventures when the strategies involve communities and are not imposed by outsiders. However, NGOs play a significant role in facilitating this process, particularly in contexts where state educational systems are insufficient. (Saeed & Mahmood, 2021; Khalid & Zafar, 2023; Mansuri and Rao 2004; Bryan and Henry, 2008).

### **NGOs and Community empowerment**

Pakistani Government implemented major plans as Social Action Program (SAP) Phase I (1992-1996) and II (1997-2002) and the Education Sector Reform (2001-2004). Due to this, many CBOs and NGOs initiated leadership roles from among the grassroots level (Siddiqui, Azeem, Ali & Shahwar, 2025). The Aga Khan Foundation, Pakistan (AKF,P) and United States Agency for International Development (US-AID) collaboratively helped in promoting the education of preschool and primary education focusing on the rural and semi-urban areas of Sindh (Siddiqui, Azeem, Ali & Shahwar, 2025).

Various NGOs are playing their part in providing education to the children of the country. Non formal education centers were created in Tehsil Jatoi Muzaffargarh by a German based organization called Community “KinderNotHilfe” known as KNH. The aim was to change the life of children in need. Education status was very poor due to poor infrastructure, non-satisfactory teaching staff, no involvement nor interest shown by parents, no inclination to the importance of education, no industries nor opportunities for the educated personnel (Javed, 2012). Non-profit organization Management Committees and Village Education have been made into legal bodies that contribute in monitoring, maintain records, and mobilizing the community. NGOs and government joined as partners because NGOs were far more able to reach communities, had good communication skills and proper organized in terms of paper work and material. This is called public-private partnership and has led to improvement in quality of education. This intervention has proven to be a success because 114 districts indicated that 67 percent of them had schools that were run by non- profit organizations, and 31 percent were run by Parent Teacher Associations. Shami and Hussain (as cited in Naz, Qureshi & Sohail, 2023) state that there were good changes because these interventions ensured teacher attendance was validated, facilities had improved, number of enrollments increased, and the organization was successful in generating a lot of resources.

### **Non-profit organization -Community Partnerships**

Community-based educational initiatives create opportunities for marginalized populations to break cycles of poverty, as observed in programs across Pakistan (Siddiqui, Azeem, Ali & Shahwar, 2025). The involvement of community in imparting knowledge is centuries old. In fact, it was not until the twentieth century

that governments played an active role -and in some instances an exclusive role- for the provision of knowledge (Bray, 2003). Glickman (2006) highlights that research backs the effectiveness of community-based Non-profit organization because they enable underprivileged students to achieve and attain high Non-profit organization -community partnerships are connections between community personnel, organizations and corporations that come together to ensure students substantially develop in social, emotional, cognitive and physical aspects (Learning Policy Institute, 2021). Community involvement can contribute in capacity building, providing leadership and institutional support that would guarantee quality education as the initiates of the government and donors are not up to the mark because they are biased about direct delivery of services with regards to education (CQE, 2007). A counselor – who volunteered at an elementary school whose children were colored and poor- used the following strategies: good counselling, quality education, children were made to feel valued, had high expectations from students, their culture and language was respected, children were made to feel that they had a purpose; all this made them grow confident in their abilities, they developed intrinsic values like social competence, commitment to learning, and positive values whereas the extrinsic values formed in the shape of empowerment (Bryan and Henry, 2008).

#### **Role of Head Teacher in educational program Improvement**

Qutoshi and Khaki (2014) explain that the head teacher of an underprivileged school had to play multiple roles including a organization manager; community mobilizer; an associate between non-profit organization -community-institution; resource mobilizer; instructional leader and an honorary secretary however Qutoshi and Khaki (2014) stated that head teacher also faces a lot of dilemmas that they have to handle with tact, some include too much work load, management structure that is restricted, financial difficulties, pressures by the parents, community disagreements and sectarianism that involves use of arms which can be solved by working in a collaborative and participatory way within a socio culture context.

Sergiovanni and Fullan (as cited in Qutoshi and Khaki, 2014) state that a head teacher's knowledge, skills, strategies, actions, beliefs and perceptions can be dynamic interventions that bring great improvement in the community Non-profit organization and they have to utilize a variety of leadership styles, depending on the concepts of educational program improvement, expertise, commitment and leadership, values, knowledge, abilities and attitudes. The head teacher should focus on improving learning by demonstrating leadership that is distributed which can be done by mentoring teachers and assigning senior teachers with the task of training the new teachers. These trainings cover lesson plans, correcting student work, and reporting the progress of students. They can successfully overcome the challenges faced by (Qutoshi and Khaki, 2014): improve staffs' knowledge, qualification, skills and develop strategic leadership qualities in them; transformational and pedagogical leadership; situational and democratic leadership. A variety of styles of leadership will really help the head teacher to be an exemplary leader.

## **Role of Teachers in NGO-Led Education**

Designing quality educational programs to facilitate the underprivileged children is one of the greatest challenges to the society today. However skilled teachers are essential when teaching the underprivileged as some find the task demeaning, they exert lack of efforts, have low morale and motivation (Christian & Sayed, 2023). They need exceptional teachers that can bring them out from the intrinsic and extrinsic clutches of despair and motivate them, also when their higher order capabilities are identified and made a part of the curriculum, the underprivileged children can be facilitated (Christian & Sayed, 2023; Kazmi, Kamran & Siddiqui, 2023).

Ferguson (2007) states that the life of an underprivileged child is very different from someone who was born in a middle-class family and it is these factors that are difficult to understand and empathize, often the poor children have to sleep on an empty stomach, work full time and attend non-profit organization simultaneously, and fight in streets with other children. He further adds that the problem escalates when a novice teacher is dealing with the poor children with lack of training and understanding of their issues, most teachers end-up resigning, dissatisfied with the load of work they have to do. A teacher must have prior experience and trained to teach this level of students, they should be fully interested and competent enough to carry this challenging job as it can really improve the lives of the underprivileged.

While teaching the underprivileged children, a teacher has to consider the child's conceptual status and her own subject matter competency, communication skills, have a flexible approach to the curriculum and must show interest and attention as a loving parent does (Christian & Sayed, 2023; Gies and Leonard, 1972). Burroughs and Eby (as cited in Lockhorst, 2012) formed Psychological Sense of Community at Work (PSCW) scale which has nine subscales-these highlight qualities a good teacher should have- including: spiritual bond, reflection, co-worker support, neighborliness, team orientation, sense of belonging, tolerance for individual differences, sense of collectivism and emotional safety.

A considerable body of research suggests teaching the underprivileged requires more tact and that there are interventions taking place in order to curb the clutches of illiteracy that have so badly taken roots in Pakistan. The researcher agrees with the various reaches highlighting the importance of Head teacher and teacher roles that can simplify the efforts of the community-based non-profit organizations in order to serve their purpose. However, there is limited research focusing on Pakistani contexts, particularly regarding how NGOs like Non-Profit Educational Organization integrate these factors to empower communities.

## **RESEARCH METHODOLOGY**

### **Research Design**

This is a case study of qualitative nature that gauges the contribution of and perceptions of stakeholders at Non-Profit Educational Organization. The researcher

used the phenomenological research design and methodology to fulfill the objectives of the study underpinned by the literature review.

### **Population and sampling**

The population for this study included teachers, parents and management associated with Non-Profit education organization. seven mothers were interviewed, some were those that had seen their first-born children's complete studies from the Non-Profit organization and some were those who children were in Montessori and fairly recently joined the Non-Profit organization. Six teachers of the Non-profit organization were interviewed out of which, principal, teachers were those that had joined the organization since its inception. The stockholder group of Non-Profit was also an active participant. A heart-to-heart session that was really enlightening and completed all the questions the researcher was interested in inquiring.

### **Data collection method**

For data collection in-depth interviews were conducted with parents, teachers, and management to explore their experiences, motivations, and perceptions. All the Interviews and focus group took place at the Non-Profit organization. Every word was written verbatim to ensure the accuracy and no additional or bias was involved in presenting the data. Interviews of parents and teachers were conducted individually as well as in focus groups and replied with practical examples. The interview questions were formed in semi structured style where the respondent is allowed to divert as this allows new ideas to emerge from the process of interviewing. And thematic analysis was used to analyze the qualitative data. However Ethical considerations were maintained throughout the study by obtaining informed consent from all participants and ensuring their confidentiality and anonymity.

### **Results and Findings**

The following are the fundamental themes that emerged in this study in the context of teachers. Motivation to continue, challenges, training, teacher-student relationship, collegiality, and collaboration with others, volunteers as value addition, and involvement of Non-Profit with the community. In the context of parents, the emergent themes include: Reason for choosing Non-Profit, my child after leaving Non-Profit, and improvement advice for Non-Profit. Lastly, in terms of management, the fundamental themes include: Starting Non-Profit, Initial challenges, Current Issues, Volunteers, Role of Parenting, Reflections, and Non-Profit going way forward.

### **Teachers**

Teachers at Non-Profit Educational Organization are central to its mission of providing quality education to underprivileged children. However, it was a new experience for teachers to be interviewed, hence some were shy and could not really put their on-the-job experience in a framework. The trust built by the educational program is such that parents feel assured about the safety and integrity of their daughters' education at Non-Profit organization.

### **Motivation to continue**

Teachers state that despite potential opportunities, they express strong interest in remaining at the Non-Profit organization as it's their community that is

benefiting at large. They sincerely intend to build the community and educate the children in the best manner they can deliver. They feel guilt at the thought of leaving, that the children will suffer from this ordeal. Teachers are given flexibility at work with ease and cooperation, and sick leaves are granted where they're imperative; also, issues are easily solved, whereas other Non-profit organizations in the community do not enjoy such flexibility. which enhances job satisfaction and loyalty.

### **Challenges**

Teachers initially doubted their ability to be effective educators, but with consistent support from management, their confidence and skills improved. A significant challenge is teaching students who are overage for their grade, such as an 18-year-old at a class five level. Teachers invest extra hours, including weekends, to bridge learning gaps, particularly in English. Curriculum design has also been a challenge; Non-Profit started with local textbooks but has now incorporated Oxford materials, reflecting ongoing teacher-management collaboration.

### **Trainings**

Teacher training and professional development are central to Non-Profit organization's success. Teachers have participated in lessons on planning, understanding student needs, and curriculum integration. Teaching practices include activity-based learning, flash cards, written work, and using toys for the Montessori level, where the student-teacher ratio is 18:1. One teacher noted that training not only enriched her teaching but, combined with years of experience, led her to become the head teacher at Non-Profit.

### **Teacher-student relationship**

Non-Profit organization has always emphasized strong teacher-student relationships. Many students, having grown up within the educational program, maintain deep ties and often return as employees or mentors, giving back to the institution that shaped them. Teachers address student concerns through individualized support in areas such as financial hardship, family challenges, peer groups, and social pressure. Recognizing that each child possesses a distinct psychological profile, teachers must carefully observe and interpret students' nonverbal cues and behavior. While this task can be challenging initially, experience and insight into child psychology allow teachers to respond effectively. As a result, Non-Profit organizations students are confident and share a unique bond with their teachers, sometimes so close that they feel comfortable sharing their aspirations and dreams.

### **Collegiality and collaboration with others:**

There is an environment of collegiality and collaboration among the senior teachers and mentor peers, as well. The teachers can gauge each other's moods and worry if any teacher is sad. Recently, a teacher faced depression because children were a little slow in learning, and exams were very nearby. Moreover, Parents help at educational programs, and their involvement is really appreciated, their contribution of their time, prayers, and resources. Non-Profit trains parents to assist

with their children's education at home, emphasizing shared responsibility in holistic development. Guidance is very important at every step, learning is involved, which is why we train our pupils for life, not just for the purpose of Non-Profit.

#### **Contribution of volunteers**

There is a good influx of Volunteers at the Non-Profit organization. Students from different universities come every weekend and give a good value addition to the learning of the children. Moreover, a professor from Australia visited Non-Profit last year; his interaction was very memorable not only for himself but for the pupils at the educational programs. He showed them Google Maps and the University of Australia, and demonstrated effective teaching techniques for teachers. Professor cried the most as he had an amazing time with the children and didn't wish to go back. Now, students are enthusiastically learning English so they can converse fluently with Sir Martin when he visits this December again.

#### **Involvement of Non-Profit in community development:**

Orphans (especially those without a mother) and needy children are given preference for admission in Non-Profit organization. A cause was supported called 'The Street Store' was supported, where 50 of the poorest children of the non-profit organization were given tokens. There, free clothes were kept, and they had a great opportunity to collect items they needed. Non-Profit organization celebrates religious and cultural festivals with great warmth, e.g. *Qurabani* is done in Non-Profit. Girls are given bangles, and older children receive *Eid*. Some get shoes and clothes. In Ramadan, *Iftar* is also served. When there is a celebration, *halwa puri* is distributed. Festivals and celebrations bring the Non-Profit family together. It's like a family. The community also values education and is very cooperative. There was a cleanliness drive where the community around the non-profit organization participated. *Thailay walay* help the needy children, sometimes give their items for free, and respect teachers too.

#### **Parents**

Most of the parents of the *basti* work. Mothers are mostly employed as maids, and the fathers are either Rickshaw drivers, Taxi drivers, skilled laborers, or Guards. Their children would be playing dangerously near the railway tracks, sometimes unsupervised. The educational program started from a tuition center where there was only one room in which 50 children would be learning their lessons. Parents were very keen to see their children studying and enthusiastically sent them to Non-profit organization. The following are the excerpts of the focus group of different mothers at the Non-Profit Non-profit organization. Parent engagement can be seen through parents' teachers' meetings. It can bring a great change in the lives of pupils. Many parents don't mentor; it is important to have a good bonding with children. Teachers are also specifically trained to give good mentoring.

#### **Reason for choosing Non-Profit:**

Parents state that Non-Profit organization provides quality education and a pleasant environment. Along with that, Non-Profit organization gives free education, uniform, books, school bags etc. Mother of two students further adds that I am very

happy after enrolling my sons here at Non-Profit, as the taught discipline, manners, and are given a great foundation of education. Parents praised Non-Profit organization for integrating religious values to their children, such as Islamic teachings, cleanliness, and proper prayer. As students are also starting *Hifz*, they have been taught the right way to pray *Salah* and have a good idea about *Gunnah* and *Sawab*. It's a very good idea that they use Islamic books, it's the highest level they can wish their children to learn. It's important to be a good Muslim. This is what I really love about Non-Profit.

**My child, after passing Non-Profit:**

Most parents pray for the best for their children, but do not plan anything way in advance. They believe that who knows how much life exists. They do pray, though, that their children become successful doctors, engineers, and teachers or choose a noble profession and spread Islam.

**Improvement for Non-Profit:**

Some mothers were too shy to advise. One mother added that English should be given more weightage as it would pave the way for their children for higher education. They also would like Non-Profit to get good teachers, focus on good quality education, and employ good teachers so that they give good *Tarbiyah* to our children.

**Management**

The Board of Directors has been instrumental in transforming Non-Profit organization into a community-focused educational institution. The Non-profit organization prioritizes quality and holistic development over profit, guided by constructivist, pragmatic, and existential philosophies. Its mission extends beyond local impact, aiming to equip children to become agents of societal change.

**Starting Non-Profit:**

The establishment of Non-Profit had never been planned. A tuition center turned into a primary school, Board members and tremendous support from IBA served as a good backbone, and a fundraising event was organized. They do not beg for funds and have refused offers by US-AID and the Japanese consulate. They believe in running the non-profit organization through their own means. It starts from a micro level but envisions a great change and wants to play an important role in stirring a change in the educational system throughout Pakistan. Those people who are in the system should be motivated, and youth should be involved in spreading education, as the youth of Pakistan is very promising.

Community-based Organizations are successful because they are in the heart of the community, run by the agents/ people/and parents of the community. As the poorest families are given preference, this is the admission criteria at Non-Profit also, and orphans are not refused, especially those without a mother.

**Initial challenges:**

It is always challenging for Non-Profit to grow and shine; however, at the beginning of the years, Non-Profit organization faced the political issues, organization infrastructure, management, and cultural resistance, and many more

over time, Non-Profit get succeeded to tackle all the challenges.

#### **Current issues:**

Curriculum design has been the biggest issue, along with professional guidance and hiring trained teachers. Teachers, student's turnover occurs due to family unitability and having a preference for another. 5000 penalty is placed if any student leaves the organization at mid-way. However, due to cultural factors, Co-education is the biggest challenge, it was observed that the girls' ratio is more of leave the organization due to co-education, and addressed by separating boys and girls from the secondary classes.

#### **Volunteers:**

Volunteers are making a considerable contribution in the context of students at Non-Profit, but this is short-term as their voluntary periods lasts a few weeks, they receive the certificate, and they leave. They most definitely help in marketing. These volunteers are basically students who don't know how to teach in a professional manner. They have the passion indeed, but their impact is small. We appreciate the efforts though. Volunteers help in fundraising and mentoring of Non-Profit pupils. Some donate money, some books, which is how Non-Profit has been functioning. 'Education is not for sale' is their current goal. There is a 'sponsor a child' scheme at Non-Profit. The expenses of each child, including breakfast, total up to Rs. 3,000 per child. Most come from poor families and cannot afford a simple breakfast.

#### **Reflections and Non-Profit going way forward:**

Looking back, how we achieved milestones. Hiring the best and professional teachers proved to be the one of the great decisions she had made. The *tarbiyat* of my teachers enabled our boys to have good values. Staying in the area was another good decision. Staying in the heart of the *basti* enabled Non-Profit to achieve success at a faster level. It was our responsibility to understand them and their culture and attitude.

Non-Profit is facilitated with the latest equipment and technology, applying values and being the agents of change. New structures are planned, and there will be shared leadership. The core of Non-Profit will comprise of professional people from the education sector of Pakistan. These are strong incentives that attract teachers, but they need training to be equipped with proper techniques. Shared leadership is the intervention for the way forward.

#### **Conclusion and Recommendation**

Siddiqui, Azeem, Ali & Shahwar, 2025 state that Community participation is essential for the development of the community. This is evident at Non-Profit, where Teachers, Parents, and Volunteers are bringing a great level of change and reducing the illiteracy gap that is being faced by Pakistan. Following is a discussion on the blend of literature review and practices at the Non-Profit organization: Mansuri and Rao (2004) indicate that direct involvement of the community members in the organization project instills great vigor and passion from the teachers, and it has been the best decision taken by Shazya. The teachers are

empowered; they help in decision making, strategize to initiate change, and help each other through shared leadership. Personal capacity building is formed when reflections are integrated from the classroom practices (Siddiqui, Azeem, Ali & Shahwar, 2025). Hence, bringing desirable outcomes.

Parents, despite being financially unstable they are supportive and highly encourage educational -related activities, ensure their children are properly resourced at organization. They also curb absenteeism, so students are able to work hard and not miss important schooling time. Research states support of parents enhances the students' mind and their cognitive learning abilities (Ahmad, 2022). However, Non-profit organization partnerships come together to ensure students are developing in the best manner (Learning Policy Institute, 2021). In the context of Non-Profit organization, it comprises the Board members and the Advisory Board. People from the influential aspects of the society, i.e., relevant corporations of Karachi, are a part of this board. Leadership should be involved in consistent learning. Distributive leadership is also evident (Mulford et al., 2008) where the teachers and the management share the same vision and have a collective plan of action. Teachers are constantly motivated, given feedback, and holistic training is given for their well-being as well because their well-being is really important at the Non-Profit organization (Ahmad, 2022). The community-based organizations face a daunting challenge of a lack of resources (as cited in Elfert & Ydesen, 2023), the same is the case with Non-Profit organization, where they gather resources on their own and do not rely on others. It is however, quite possible to achieve much despite a lack of resources, as Non-Profit organization is an example of this, because where there is a will, there is a way (Ahmad, 2022).

Every management team envisions providing their best to the work they are doing. Indeed, Non-Profit organization is doing really well and has successfully farewelled its students who have completed Matriculation exams. Following are some recommendations in the light of research on community-based organizations that can assist the organization in running its functions in a more effective fashion: If a proper system for guidance are instilled for teachers, a proper rule book, and policies, the whole process will come into a professional framework which will also allow the leadership to effectuate changes in the educational program and the professional capability and capacity of teachers will improve further (Qutoshi and Khaki, 2014). In addition to this, they must be sent to workshops and trainings outside the organization so that they are able to interact with other teachers from various organizations. Leadership can enable students to perform high. In non-profit organizations where expectation is clearly marked, a positive culture thrives and enables a proper framework for the benefit of all the entire community (Mulford, et al., 2008). One-to-one mentoring should also be introduced, where any professional personality can take on any teenage child of the organization and have a few sessions with that child. They can partner with this child on the basis of their career aspirations, e.g., a software engineer comes and counsels a student who aspires to be the same in the future. They can talk about the struggles of the profession, the

benefits associated, and the length of hard work required to achieve the dream, also the characteristics e.g. perseverance, hard work, and the strategies to instill these in the student (Melé and Mammoser, 2011).

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