

COMPARATIVE EFFECTIVENESS OF LEADERSHIP APPROACHES AT SECONDARY SCHOOL LEVEL IN SINDH

MIR HASSAN DAHRI¹, KHADIM HUSSAIN DAHRI² & IMAM-UD-DIN³

¹Assistant Professor Pite, Sindh Nawabshah, Pakistan

²Lecturer, Shaheed Banazir Bhutto University Liari, Karachi, Pakistan

³Associate Professor Institute of Business Management, Karachi, Pakistan

ABSTRACT

This study investigated Leadership approaches and their impact on leadership practice in the unique context of Sindh Pakistan. Stratified random sampling technique was applied to select the sample from Hyderabad directorate of Schools. The total sample consisted of ninety male and female head teachers from nine district of Hyderabad division. Questionnaire on liker's scale was developed through individual and focus group interviews. The survey data were analyzed using Chi-square and percentage technique. This study revealed that head of schools (male and female) from both rural and urban use very unique strategies to cope up with leadership challenges at secondary school level in Sindh: Through personal confidence and courage, dealing according to competency level of staff, decentralization, keeping good relations with students and conducting teacher, student and parents conference can solve absconding and absenteeism of staff, maximizing the performance and learning of the students, create interest in work and defuse political and bureaucratic influence at their work place etc. It is concluded that context plays a significant role to be effective; therefore context based leadership approached may be imported to the secondary school heads of Sindh, especially indigenous approaches.

KEYWORDS: School Leaders, Leadership Approaches and Context

INTRODUCTION

The performance of a leader greatly depends on his/her understanding of ground realities of the situation in which he operates. The more he/she understand the situation, the more he/she control the objective conditions and maximize the outcomes of his work. However, research indicates that the effectiveness of Leadership policy and practice varies context to context. There is strong positive relationship between context and leadership effectiveness. It means that environmental understanding influences the level of leader's success in an institution (Blanchard et al. 1987; Yukl, 1998; Fieldler & Gracia 1987). Leadership effectiveness is greatly shaped and reshaped by elements and unique climate in a given organization (Conrad & Brown, 2007).

However, there are some basic leadership characteristic, styles and skills that can be helpful to a leader to be effective (Smith & Ross, 1999), but none of the behavior is panacea of all the problematic situations and contexts (Conrad & Brown, 2007).

As research recognize the influence of contextual realities, therefore before adopting any policy this aspect of that policy may be kept in view. According to Pear Latté (2004, 280), "Leadership policies are mostly developed in developed

countries, especially in Anglo American contexts. Then, these policies are down loaded to the less developed countries. Research reports the varied consequences of these borrowed policies in less developed countries". Cross-boundary variation in leadership effectiveness in terms of policy and practice are also confirmed by other studies, especially in school cultures. "School culture cannot be global culture, and that policy and practice of educational leadership adopted by teachers across cultures can be and often are associated with different meanings and used to produce very different outcomes (Katharine, 2003). Institutions are influenced by their context (Connerly & Paul, 2005)

On the other side, some researchers also deny the contextual influence on leadership policy and practice in varied contexts. They do not recognize the influence of local culture on leadership policy and practice. According to Anthony (2004), "The concept of global culture suggests that conceptualization and meaning attached to definitions and identities are same across cultures, that is, conforming to Anglo-American dominant cultural pattern. This is Glocalization (Jungck & Boonreang, 2003). However, this finding may be due to limited sampling and study methods. However, instead of considerable negative consequences of these borrowed policies and practices from more advanced countries like Anglo-American countries, borrowing of policy is a common practice because of Colonization, International Monetary Fund (IMF), World Bank (WB) and those who graduated from modern educational institutions in western more industrialized countries (Phillips & Kimberly, 2004; Yelvington, 2000; Jungck & Boonreang, 2003; Walker & Dimmock, 2000).

Nonetheless, understanding the varied outcomes of same behaviors in different societal and cultural context is significant to weigh up and initiate reform efforts, especially in developing nations like Pakistan, in which most reforms are funded by international agencies. Some empirical studies confirm the influence of context on leadership policy and practice in Pakistan. Shafa (2011) in his study 'Role of Head Teacher in managing the external forces' conclude that "Head Teachers world is greatly influenced by external forces that emanate from sectarian conflicts, political interference, reticent parents, inadequate resources, and the influence of upper level officers especially district officers.

Leadership is practiced within its context. The effectiveness of leadership is context bound. Understanding the reality of leadership concept is critical to practice it according to the contextual reality.

However, the situation in Pakistan is still same after sixty six years of independence from former colonial power, the British. Although different nations follow the trend of borrowing successful policies from other cultures, but in terms of Pakistan this trend is not welcomed. Education System of Pakistan still maintains many of the structural characteristics of the colonial period. Most important, the system remains anchored by a centralized hierarchy originally designed to meet needs of the British economy and ensure dissemination of, and compliance with, the rules and regulations emanating from the colonial offices. Policy makers are satisfied with colonial legacy inherited by the British (Riaz, 2009). Resultantly, not any constructive change is witnessed in Pakistan educational institution, the same formal structure of hierarchy is continued (Simkins, 1998; Simkins et al. 2003; Fullan, 2000; Goderya Sheikh et al., 2006). The real effort to understand the world of educational leaders in Sindh Pakistan has never been seriously understood and taken. All the reforms reflect only the colonial legacy. The indigenous conception of educational leadership effectiveness in terms of indigenous wisdom has not been explored so that such reform initiatives and professional development could represent local vision and ideology.

Leadership is the process of influencing in order to attain organizational goals in a given situation (Hersey & Blanchard, 1982). Therefore, they are of the view that leadership process consists of the important variables: the leader, the followers as well as situational variables (L.F.S). therefore According to situational theory, the effectiveness of leader is

determined to what extent he /she can adopt an appropriate behavior between in a given environment. Both situation and environment are interchangeable terms used in Situational Leadership Theory. That is why; the ability of a leader to adopt him/her to the challenging environment is the key to an appropriate leadership style. Moreover, this leadership Model is widely used in educational leadership training, teaching, and even in educational administration (Cochran, 1995 & Helen, 1999)

The original conception of educational leadership is based on various literary concepts but by focus on instruction, knowledge construction and training of human, it separates itself from other literature. Currently, it derives its strength in terms of practice from political science and world of business. Most of the discussion on leadership is to some extent related within these limits. But now with changing world, different cultures have developed their own unique context based policies and budget for the training and development of educational originate (Chance &Chance, 2002). The characteristics of an educational head plays a significant role in making a school effective the next point discusses the characteristics of an educational leader.

An effective leader often accepts responsibility and authority. At school level administrator performs many responsibilities such as: Planning, initiating, delegating responsibilities, coordinating different activities of group, makes important decisions, communicate and evaluate the work of others. The considerable time of a head Teacher is consumed in looking after the technical core of the school. This core responsibility performed by the Head teacher is called instructional leadership. It is defined by many scholars. But the definition that seems very useful and comprehensive is given by Liu (1984) “ instructional leadership consists of direct or indirect behavior as that significantly affect teacher instruction and as a result, student learn”, (p 16)

According to Senge et al (2000), “Leadership is about taking risks. Principals always try to find out ways to be effective”. School, being social system is governed through bureaucratic structure. This bureaucracy can bring positive and negative consequences for effectiveness of head teachers at any level. According to Balle (1999); Hoy & Miskel (2005),“Bureaucracy can be facilitating and halting”. In order to counter such challenges Head Teachers adopt context based strategies to be effective in their jobs. Literature review points out that strategies like promoting shared leadership, building relationship and trust, leadership honesty and taking risks are some the strategies that can be helpful to counter the debilitating effects of the bureaucracy (Bass &Avolio 1994: Leithwood & Jantz, 1999). However, current empirical study aims at to explore the leadership strategies adopted by secondary head of schools in unique context of Sindh to resolve the leadership challenges to be effective. This empirical study aimed to investigate leadership approaches and their impact on leadership practice at secondary school level by both urban and rural male and female head of schools in unique context of Sindh

Objectives of the study

- To find out the leadership approaches at secondary school level in Sindh
- To determine the comparative impact of such approaches on leadership practice for both rural and urban heads of schools in Sindh

METHOD AND PROCEDURE

Population

The population of this study included all the public secondary school Head teachers/Headmistress who had more than five years administrative experience in Rural and Urban zones of 9 districts of Hyderabad directorates of the schools in Sindh.

Sample

The final sample consisted of ninety Headmasters and headmistresses of public secondary schools from all nine districts of Hyderabad directorate of schools. It was determined by 20% of whole population out of 448, giving proportional population allocation balancing gender and urban-rural divide (Best & Kahn, 1992). It included 65 (72%) secondary male head teachers of which 48 (53%) were rural and 17 (19%) were urban and 25 (28%) were female heads out of which 12 (13%) were rural and 13 (15%) were urban.

Instruments

The data for this study were initially generated for a doctoral dissertation on leadership challenges and strategies. Qualitative data were collected through in depth unstructured individual and focus group interviews. Constant comparative method to generate different themes and their sub- categories was used. These themes and their sub-categories were then converted into a survey questionnaire. The questionnaire consisted of different themes and their sub-categories. Thus, this questionnaire was administered to the ninety subjects selected through stratified random sampling techniques by giving proportional representation to all the sub-groups of the population. The quantitative data were categorized and analyzed using chi-square and percentage techniques. The significance level of categories were checked at 4 degree of freedom and $p=$ value of 5 level

Keeping in view the scope of this article only selected leadership strategies are presented and discussed here.

RESULTS

Table 1: Personal Confidence and Courage Can Help Me To

S.N	Categories	Agreement (SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		R/U (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %			
C1	Improve teacher performance	47	78%	26	86%	4	4%	10	16%	3	10%	78.7
C2	Improve class room attendance of the teachers	42	70%	24	80%	10	10%	10	10%	4	13%	60.8
C3	Prevent staff absenteeism	38	46%	22	73%	5	5%	20	33%	5	16%	60.3
C4	Prevent staff absconding	41	68%	26	86%	8	8%	11	18%	4	13%	60.0
C5	Defuse political and bureaucratic influence	45	75%	23	76%	6	6%	9	15%	7	23%	61.2
C6	Get cooperation of the district administration	44	73%	21	70%	7	7%	10	16%	8	26%	53.7
C7	Face critical incidents in the school	48	80%	25	83%	0%	0%	12	16%	5	16%	54.2
C8	Defuse staff union	43	71%	26	86%	8	8%	10	16%	3	10%	59.7

	pressure											
C9	Motivate SMC chairman for fair use of funds	49	81%	22	78%	6	6%	6	16%	5	16%	77.1

Calculated value as indicated above df= 4 p=0.05 Table value= 9.448

The table 1 depicts that the calculated values of X² for these 9 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 9 categories is significant. Therefore, the main statement of the head teacher/head masters that “My personal confidence and courage can help me in the terms of the following categories” is accepted. Within overall trend of the respondents, the majority of school heads of both rural and urban male and females show positive perception towards the statement. This finding supports to Dubin (1991); Hill and Hill (1998); Brighthouse and Woods (1999) that Personal efforts of the principal make the difference in the school world.

Table 2: Dealing According To the Professional Level of the Staff Can Help Me To

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		R/U (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %		Freq / %				Freq / %		Freq / %		
C1	Assign task according to capacity of the staff	38	64%	20	66%	11	11%	14	23%	7	23%	32.6
C2	Increase the performance of the staff	33	55%	23	76%	9	9%	20	30%	5	16%	27.8
C3	Create interest of the staff in their assignments	45	75%	26	86%	6	6%	10	16%	3	10%	67.9

Calculated value as indicated above df= 4 p=0.05 Table value= 9.448

The table 3 shows that the calculated value of X² for these 3 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 3 categories is significant. Therefore, the main statement of the head teacher/head masters that “Dealing according to the capacity of the staff help me in the terms of the pointed out categories” is accepted. Within overall trend of the respondents, the majority of school heads of male and females from both rural and urban showed positive perception towards the statement

This finding supports the Patterson et al., (1997); Weller, (1999) that school performance increase greatly due to employee commitment and positive, psychological contact, between employer and employee. These factors are very important, head teacher award employee with flexibility and freedom to work

Table 3: Setting-Up Different Academic And Co-Curricular Committees Helps Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				X ²
		Rural (M/F)		Urban (M/F)		R/U (M/F)		Rural (M/F)		Urban (M/F)		
		Freq / %		Freq / %				Freq / %		Freq / %		
C1	Reduce the administrative work load	39	65%	21	70%	5	5%	16	26%	9	30%	38.1
C2	Increase the interest of the staff in assignments	41	68%	20	66%	10	10%	10	16%	9	30%	49.2
C3	Get help in resolving students as well staff	42	67%	21	70%	9	9%	10	16%	8	26%	45.2

	affairs											
C4	Manage curriculum and co-curricular activities effectively	43	71%	24	80%	8	8%	10	16%	5	16%	22.8
C5	Resolve staff conflicts	30	50%	18	60%	12	12%	20	33%	10	33%	13.9
C6	Manage development activities of the school	46	76%	25	83%	8	8%	10	16%	3	10%	42.2

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 3 indicates that the calculated values of X^2 for these 6 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 6 sub-categories is significant. Therefore, the main statement of the head teacher/head masters that "Setting up different committees for academic and non-academic activities helps in the terms of the following sub-categories" is accepted. Within overall trend of the respondents, the majority of school heads of male and females from both rural and urban zones show positive perception towards the statement.

This finding supports to Miles 1978; Fullan, 1992; Davis and Thomas, 1989; Dale and illes, 1995) that it is a chief characteristic of successful school head that they share their authority and resources to steering groups.

Table 4: Keeping Good Relationship with the Students Helps Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X^2
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %					
C1	Minimize the influence of staff unions in school	45	75%	24	80%	7	7%	9	15%	5	16%	63.0
C2	Monitor class room attendance of the teachers	40	66%	21	70%	7	7%	17	28%	5	16%	43.0
C3	Monitor the classroom performance of the teachers	37	61%	20	66%	8	8%	18	30%	7	23%	31.2

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 4 reflects that the calculated values of X^2 for these 3 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 3 categories is significant. Therefore, the main statement of the head teacher/head masters that "Keeping good relationship with students help in the terms of the following sub- categories" is accepted. Within overall trends of the respondents, the majority of school heads of rural and urban show positive perception towards the statement

This finding supports to Hill and Hill (1998); Morgan and Morris, (1999), that successful head teachers must create space for developing dialogue relationship with the learners. They feel pleasure in interacting with students. They must create opportunities to listen issues and hopes of students. Developing good relation with students promote the students achievement (Khan, 2009)

Table 5: Conducting Parents, Teachers, Students and Head Teacher Conferences Help Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %		
C1	Increase the involvement of the parents in school matters	39	65%	21	70%	8	8%	15	25%	7	23%	37.1
C2	Improve the achievement level of students	38	64%	23	76%	12	12%	12	20%	5	16%	41.4
C3	Improve the performance of the teachers	31	52%	25	83%	10	10%	20	33%	4	13%	23.8
C4	Retain students in the school	41	68%	19	63%	10	10%	10	16%	10	16%	45.65

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 5 indicates that the calculated values of X^2 of 4 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 4 categories is significant. Therefore, the main statement of the head teacher/head masters that "Managing Parents, teacher, student and head teacher conference help me in the terms of the pointed out categories" is accepted. Within overall trend of the respondents, the majority of school heads of male and females (Rural and Urban) show positive perception towards the statement

Table 6: Motivating Religiously and Morally To the Staff Help Me To

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %		
C1	Improve the attendance of the staff	31	52%	25	83%	9	9%	20	33%	5	16%	26.0
C2	Control staff absenteeism	25	41%	26	86%	15	15%	20	33%	4	13%	17.4
C3	Encourage the staff to improve their performance	22	36%	23	76%	10	10%	30	50%	5	16%	22.9
C4	Avoid the conflict with the staff	27	45%	20	66%	5	5%	30	50%	8	26%	30.5
C5	Control staff absconding	25	41%	15	50%	10	10%	30	50%	10	33%	17.9

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 6 indicates that the calculated values of X^2 for these 5 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 5 sub-categories is significant. Therefore, the main statement of the head teacher/head masters that "Religious and moral motivation to the staff help in the terms of the pointed out categories" is accepted. However, category 5 indicates trends towards disagreement by urban head

of schools. It means city heads feel difficulty in controlling absconding of the staff. However, within overall trend of the respondents, the majority of school heads of rural and urban show positive perception towards the statement. This finding supports to Armstrong (1993), "Motivate employees to achieve high level of quality performance.

Table 7: Keeping Personal Relationships with Community Help Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %		
C1	Increase the enrollment of the students	46	76%	24	80%	5	5%	10	16%	5	16%	42.1
C2	Get devil's advocate for school work	43	71%	22	73%	7	7%	15	25%	3	10%	57.9
C3	Increase the interest of community in school affairs	40	66%	20	66%	0	0%	20	33%	10	33%	48.7
C4	Take disciplinary action against the students	42	70%	21	70%	9	9%	10	16%	8	26%	51.1
C7	Protect the school property	45	75%	22	73%	5	5%	10	16%	8	26%	59.6

The Calculated value as indicated above $df=4$ $p=0.05$ Table value= 9.448

The table 7 reflects that the calculated values of X^2 for these 7 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 7 sub-categories is significant. Therefore, the main statement of the head teacher/head masters that "Developing personal relationship with the community help in the terms of the pointed out categories" is accepted. Within overall trend of the respondents, the majority of school heads of male and females (Rural and urban) show positive perception towards the statement

This finding supports to Tsang and Wheeler (1991) that sustained relationship with community can improve the quality of education in educational institutions. As a head teacher he/she must possess skill to foster close relationship with community (Coursen, 1981; Hoyle, et. al., 1985; McEwan, 1996; Bolman & Deal 2003).

Table 8: Conducting Awareness Programs in the School Helps Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %	Freq / %		
C1	Create awareness in political leadership about potential damage in school performance because of their interference	43	77%	24	80%	6	6%	12	30%	5	16%	56.0
C2	Create awareness among upper level officials about potential damage because of their interference	47	78%	26	86%	6	6%	8	13%	3	10%	49.2

C3	Develop personal relationship with community	49	81%	23	76%	4	4%	11	18%	5	16%	59.1
C4	Display students work and performance	44	73%	22	73%	7	7%	10	16%	7	23%	55.2
C5	Encourage confidence and interest among students for learning	46	76%	21	70%	5	5%	10	16%	8	2%	36.2

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 7 indicates that the calculated values of X^2 for these 5 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 5 categories is significant. Therefore, the main statement of the head teacher/head masters that “Managing awareness programs in the school help in the terms of the pointed out categories” is accepted Within overall trend of the respondents, the majority of school heads of male and females both rural and urban show positive perception towards the statement.

Table 8: Autocratic Attitude Helps Me in the Terms of the Following Categories

S.N	Categories	Agreement(SA+A)				UND		Disagreement(SDA+DA)				Chi-Square
		Rural (M/F)		Urban (M/F)		U/R (M/F)		Rural (M/F)		Urban (M/F)		X ²
		Freq / %		Freq / %		Freq/%		Freq /%		Freq/%		
C1	Controlling the staff absenteeism	33	55%	19	63%	8	8%	20	33%	10	33%	21.7
C2	Prevent the staff absconding	30	50%	21	70%	6	6%	15	25%	8	26%	21.9
C3	Improve the performance of the staff	39	65%	20	66%	5	5%	16	26%	8	26%	39.7

The Calculated value as indicated above $df= 4$ $p=0.05$ Table value= 9.448

The table 8 indicates that the calculated values of x^2 for these 3 sub-categories as indicated above against each category are greater than the tabulated value at 0.05 levels. The difference of these 5 categories is significant. Therefore, the main statement of the head teacher/head masters that “Autocratic attitude help in the terms of the pointed out categories” is accepted. Within overall trend of the respondents, the majority of school heads of male and females both rural and urban show positive perception towards the statement

DISCUSSIONS AND CONCLUSIONS

Context plays vital role in institutional performance. Therefore understanding contextual realities is imperative, if the quality and performance of any institution is to be maximized, especially in educational institution. The Situation of school head in Pakistan is not comfortable. Research indicates many issues and challenges in their day to day practice. Many studies reveals that school heads are very deeply restricted and impeded in organizing and managing every administrative and instructional activity of making their school effective. This political and bureaucratic influence is evident in every key areas of school life (Shafa (2011)). Resultantly, it has generated very serious challenges for school heads in many significant areas of school life, especially in maintaining discipline in the school. Like other provinces of Pakistan schools in Sindh are governed through centralized hierarchy of powers: Provincial, Divisional, District and school

Office. Every day new experiences of system change are experienced in Sindh, like establishment of district Government hierarchy and again restoring Divisional hierarchy but none of them have firmly rooted in Sindh. The whole system is rolled back with the change of its creator.

However, formal system can be enabling and disabling, the detrimental effects of bureaucratic structure for school administrators, the staff and public are reported by many researchers (Balle, 1999; Hoy & Miskel, 2005; Wayne Hoy & Stephen Sweet land, 2001, p 279, as cited in Conrad & Brown, 2007).

On the contrary again, the National Education Policy, 2009-2015, has emphasized a decentralized and greater role of school heads (National Education Policy 2009-15). This policy has also suggested the separate cadre for school management and instructional leadership. School heads in Sindh are also being provided professional training through different training bodies especially Provincial Institute of Teachers Training (PITE) Nawabshah and under the supervision of Reform Support Unit¹ Sindh, yet Public education sector at Secondary school level has not produced satisfactory results or outcomes instead of spending huge amount. The main cause of these deteriorating standards of education in Sindh at this level are attributed to ineffective educational administration and management (Ministry of Education, 2009).

Theoretically, head teachers are assigned key role to achieve the maximum productivity. However, the educational heads in Sindh Pakistan reported that this intent is not realized. Instead there are limits imposed on school heads and this situation has generated the potent negative effect on the school leadership. This highly centralized nature of authority and political influence has not only restricted the autonomy of school heads, but also has negatively influenced the decision making capacity of the head teachers. Most of the senior and experienced teachers during the focus group discussion were of the opinion that upper level officials are only interest in conducting meetings, issuing directions, but they are not interested in terms of learner's achievement and education.

However, instead of their excellent attempts and efforts they are highly restricted.

While in Sindh like many other developing cultural context situation is different. Sindh education department or Ministry of Education (MOE) talk about the need for school heads to be creative, but actually system do not support them in their creative initiatives, and expect to blindly follow official directions. In such whole scenario the school heads in Sindh at both zones of rural and urban make their efforts to be effective through many creative strategies. E.g., developing positive relationship with students, conducting conference with parents, students, developing personal relationship with staff and through these strategies solve leadership challenges a indicated in the study

REFERENCES

1. Anthony, P. (2000). Third working session: culture and national development. Presentation at the sixth conference heads of state of CARICOM countries, October 9-12, st. Lucia
2. Armstrong, M. (1993). Managing reward system. "Open University Press". Buckingham. P. 3.
3. Balle, M. (1999). Making Bureaucracy Work. "Journal of Management in Medicine"13 (3): 190-200
4. Best, J. W. & Kahn, J. V. (1992). Research in education (9thed). New Delhi: "Dorling Kinders Pvt. Ltd".

¹ Reform support unit was established in 2002, to provide support to education sector. It deals with funding and professional development of the personnel

5. Bolman, L. G. & Deal, T. E. (2003). Reframing organizations. Artistry, choice, and leadership (3rd Ed.). San Francisco, Ca: "Jossey Bass".
6. Blanchard, K., Zigarmi, P., & Zigarmi, D. (1987). Situational leadership: Different Strokes for different folks. "Principal", 66 (4), 12-16
7. Brighouse, T & Woods, D (1999). How to Improve Your School. "Rutledge, New York." p,7-42.
8. Chance, P. L. & E. W. Chance, (2002). Introduction to educational leadership and organizational behavior: Theory Into Practice. New York: "Eye on Education"
9. Connerley, M. L., & Paul B. P. (2005). Leadership in a diverse and multicultural environment: Developing Awareness, knowledge, and skills, "Thousand Oaks, CA: Sage"
10. Conrad A. B & Brown L. (2007) School leadership in Trinidad and Tobago: The challenge of context, Comparative Education Review, vol 51, no 2, by comparative International Education Society. 2./0010/4086/2007/5102-0002\$05.00
11. Cochren, J. R. (1995). Leadership in an era of retrenchment ERIC Document Reproduction Service No. ED 38790
12. Coursen, D. (1981). Communicating, In S.c. Smith, J. Mazarella, & P. K. Piele (eds), "School Leadership Handbook for survival" (pp. 194-214). Eugene, Oregon: Eric Clearing House on Educational Management, University of Oregon.
13. Dimmock, C. & Walker, A (2000). Globalization and social culture: Redefining schooling and school leadership in the twenty-first century. "Comparative Education 30 (3)": 303-12.
14. Dale, M. & Illes, P . (1995). Assessment management skills, "Jaico Publishing House", Bombay. P.218-21
15. Davis, G. A. & Thomas, M. A. (1989). Effective schools and effective teachers, "Allyn and Bacon, Boston", p. 17-41
16. Dubin, A. E. (1991). The Principal as Chief Executive Officer. "The Flamer Press, London." p. 1-3
17. Fiedler, F. E., & Joseph, E. G. (1987). New approaches to effective leadership: Cognitive Resources and Organizational Performance. New York: "Wiley"
18. Fullan, M. G. (1992). Successful school improvement: The implementation perspective and Beyond, Buckingham: "Open University Press."
19. Fullan, M. (2000). School-based management: Reconceptualizing to improve learning outcomes. School Effectiveness and school Improvement, 11(4). 453.
20. Gay, L. R. (2000). Educational research competencies for analysis and application (5thed.) Islamabad: "National Book Foundation".
21. Golderya-Shaikh, F., Madden, M., & Saad, I. (2006). Ensuring quality during monitoring of the learning environment of government primary schools achieved through the UEI_PDP for teachers and head teachers. Educational research and review. 1 (9), 328-336.

22. Govt. of Pakistan.(2009). National education policy (2009-2015). “*Ministry of Education,*” Islamabad
23. Hersey, P. & Blanchard, K. H. (1982). Leadership style: Attitudes and behaviors: “*Training and Development Journal*” 36 (5), 50-52
24. Hill, M. S. & F. W. Hill. (1998). Creating safe schools: What principal can do. “*Crow in Press Inc.*”, California. p. 27,28,31,40
25. Hoyle, J. R., English, F. & Steffy, B. (1985). Why are some administrators more successful than other? Skills for successful school leadership Arlington. VA: “*The American Association of School Administrators*”.
26. Hoy, W. K., & Miskel, C. G. (2005). Educational administration, Theory, Research, and Practice, New York: “*McGraw Hill International Edition 7th, www.mhhe.com*”
27. Jungck, S. & Boonreang, K. (2003). Thai wisdom’ and glocalization: Negotiating the global and the local in Thailand’s National Education Reform”. In *Local Meanings, Global Schooling: Anthropology and World Culture Theory*, ed. Katharine M. Anderson-Levitt. New York: “*Palgrave Macmillan.*”
28. Katharine, A. L. (2003). Local meetings, global schooling: anthropology and world culture theory. *New York: Palgrave Mcmillan*
29. Khan, A. (2010). A case study Exploring Perceived Professional Development Needs for Secondary School Principals in Pakistan, *University of Pittsburgh, 2010*
30. Leithwood, K., Jantzi, D & Steinback, R. (1999). Changing leadership for changing time,s “*Open University,*” Buckingham. P. 216
31. Liu, C. J. (1984). An Identification of Principals’ Instructional Leadership in Effective High Schools. Ph.D. thesis University of Cincinnati, Ohio. p. 33.
32. McEwan, E. K. (1996). Leading your team to excellence: How to make quality decision. “*crowing Press Inc.*”, California. P 155-157
33. Miles, M. (1987). In: Fullan, M. what’s forth fighting for in the principal ship: “*Teacher College Press,*” New York. p. 32.
34. Morgan. C. & G. Morris. (1999). Good teaching and learning: Pupils and teacher speak. “*Open University Press,*” Buckingham. P.00.
35. Patterson, M. G., West, M. A., Lawthom, R & Nickell, S. (1997). Impact of people Management Practices of Business Performance. “*Institute of Personnel Development*” London. p. Vii-Viii.
36. Pearlette, W. J. (2004). Better school management: The role of head teacher in Sri Lanka. In M. Kandasamay., & L. Blaton (Eds), *School Principals: care actors in educational improvement, an analysis of seven Asian Countries* (pp 333-383). *Paris: International institute for Educational Planning.*
37. Phillips, D. & Kimberly, O. eds. (2004). Educational policy borrowing: Historical perspective. “*Oxford*”: Symposium.
38. Riaz, I. (2009, May, 02, 2009). Implementing the new education policy 2009.The Dawn.Retrieved September 20,

2009. From www.dawn.com
39. Senge, P. M., Nelda, Cambron-McCabe, Timothy, L. Bryan, S. Janis D. & Art, A. K. (2000). *Schools That Learn: A Fifth Discipline Field book for Educators, Parents, and Everyone Who Cares about Education*. New York: "Doubleday"
 40. Shafa, M. D. (2011). Role of head teacher in managing the forces emanating from the external world of schools in Gilgit-Baltistan of Pakistan: Aga Khan University, Department Development centre North Gilgit-Baltistan, the aga khan university *ecomman @Aku, institutions for Educational Development*
 41. Simkins, T. (1998). The role perceptions of government and non-government headteachers in Pakistan. *Educational management Administration & Leadership*
 42. Simkins, T., Sisum, C. & Memon, M (2003). School leadership in Pakistan: Exploring the head teachers's role. *School Effectiveness and School Improveemnt*, 14(3), 275.
 43. Simith, B. & Ross, R (1999). " From golf to Polo: The Coaching of leaders and the leading of Coaches". "In the Dance of Change: The Challenge of Sustaining Momentum in Learning Organizations"; A fifth Discipline Resouce, ed. Peter Senge, Art.
 44. Tsang, M. C. & Wheeler, C. (1991). Local initiatives and their implications for a multi-level approach to school improvement in Thailand. In H.M Levin & M. E Lockheed; "Effective Schools in developing countries" (pp. 122-46). Washington, Dc: The Falmer Press
 45. Weller, L. D. (1999). Quality Middle School Leadership: Eleven Central Skill Areas. "Technomic Publishing Co., Lancaster". p, 31-35,37.
 46. Yelvington, K. A. (2000). Caribbean Crucible; History, Culture, and Globalization,"*Social Education*" 6 (2): 70-77
 47. Yukl, G. (1998). *Leadership in organizations*, New Jersey: "Prentice- Hall."

