

Performance of Government Schools at Secondary Level in Rural Sindh

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Abstract

Objectives of the study: The objective of the study was to assess the factors responsible for good grades of government secondary school students.

Methodology: This was a quantitative observational study conducted in rural Sind. Freshly passed out students (of secondary school certificates examination) were surveyed by telephone after sharing the questionnaire on WhatsApp.

Result: The result indicates that most of the surveyed students secured low grades in their examinations. The responsible factors seem to be the management of the school by the principals and vice principals. The factor also includes the home environment for academic grooming including the parental role and education.

Conclusion: It appears that rules and regulations are not followed properly and there was a high degree of concern about punctuality.

Keywords: Principal, teacher, students, academic grades.

Introduction

The students in Pakistan fail to maintain their interest in studies because pedagogies usually make the lesson boring for them and in some cases the teachers proved to be so strict and rough that it makes the child to run away from their studies and ultimately they start showing interest towards other activities (Klerman, 2005). Moreover at times the syllabus is designed very arduously that it became burden on students to complete it and teachers also force to complete the syllabus without showing concern on the fact that students are getting it or not. The result of all this, appears in form of poor grade and inadequate performance of the students (Macedo, 2003). There are less number of government schools within a population and the infrastructure is also not satisfying. The teachers do not show punctuality towards classes (Mahmood, 2000). If the higher authorities are having strict hands on school management at all levels the performance can improve (Aslam, 2003).

List of top 10 districts of Pakistan in the Higher School Education Score Index includes eight

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schools from KPK, only two from Punjab and none from Sindh. The major factor of bad performance is due to the location which also affects significantly. In Thatta the reason for bad performance is cited as the gender disparity at the time of enrollment is lower than other districts in Sindh. In this region only 77% of schools are functional and actively working, however Thatta is having the highest number of schools per thousand students in the province. They are having the worst condition in terms of providing facilities and comfort inside the school which is estimated that only 45% of schools are having toilets, only 25% schools are having water which is typically very lowest, rest 18% is having the electricity which is the third lowest in the province. Next is Badin: this region is having the second largest enrolment rate in the province of about 59% with a lower private enrollments and higher public according to the Sindh education management information system. In Badin it is estimated that 90% of schools are functional which ultimately makes an average of eleven functional schools over one thousand students which is higher than most of the cities. In Badin the consolidation is highly required with fewer classrooms in to the larger schools. The facilities that are provided to students are also unsatisfactory. In Thando Muhammad Khan the second highest enrolment rate is 78% according to Sindh education management, in this part the enrollment of boys is much greater than girls. The private enrollments are found more. It is observed that around 86% of school are functional in this districts. These areas need to be prioritized in order to get better which includes: reviving the functional schools and bring improvements in it, availability of clean water and electricity in school, and improving other basic facilities (Ali, 2002). Other is Kashmore where the average enrollment rate of boys is considerably higher than opposite gender. The girl's enrollment stands at only 49% along with the lowest rate of functional schools. They are having the deplorable condition it has been noticed that only 10% of schools are having access to electricity, 42% have water facility and 30% schools have toilets. The citizens are also not very educated that why they fail to prioritize the essential that are required in boosting up the schools performance. Now comes the Jamshoro, among all it has the lowest enrollment in Sindh of about 49%, they are operating the least number of functional schools which is constituted to be almost 83% of public schools in the region. To bridge the gender gap in education it has been recommended that the number of functional schools should be increased in the district. The priority areas of Jamshoro list down the following: renewal of functional schools, improvement in basic infrastructure and facility of basic services like transportation, libraries, provision of electricity and consolidation of schools (Abdullah, 2002). Shikarpur is having 48% of total enrollment according to statistics it ranks the fourth lowest in terms of girls and boys enrollment. They hardly have 8 schools per nine hundred students which is very lowest in the province. The condition of functional schools is immensely very bad they don't have adequate facilities even parents are scared to send their children's to schools because of security issues and unawareness of importance of education. The other district which is named as Tando Allah Yar had observed to have the considerably higher enrollment rate of 66% which is bit similar to Hyderabad. This city comes under those cities that are negligible in differentiating the private and public schools enrollment. The gender disparity is touching its peak in his region. The affordability factor matters a lot in this region that is why the revival of functional government school is highly required with proper facilities where students can easily spend their day and learn something. They must make steps

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towards making education available to all the children's who are wasting their times and making themselves part of illegal activities (Abdullah, 2002).

Districts with education score index between 5 and -5 are categorized as "Satisfactory Performers". These regions include the following Khairpur Mir, Jacobabad, Mirpurkhas, Sanghar, Sukkur, Kambar Shahdadkot, Tharparkar, and Umerkot. In all the above cities the enrollment is in between 50% to 70%. The gender disparity is very much girls are restricted to go out of typical families they are asked to stay home and do home chores. The condition of schools is not that worst. If they make efforts they can improve the school environment (Qureshi, 2012).

The competence of teachers and principals: The Headmaster as the leaders of educational institutions performs educational leadership at the school to achieving educational goals in the shortest possible time. Basically the educational leadership is the process of Influencing and guiding his/her heads to teachers and education personnel to illustrate the tasks of education and research with the use of existing educational facilities in obtaining the educational goals (Michael, 2014). In Sindh many principals are running schools as business as they want to earn the most of profits and these principals are the owners as well so somehow at any level the greed of earning create in them where they decrease the quality of education and they did not mind doing so. While on the other hand it goes same with teachers, they work to earn money only and do not show sincerity with this highly respectable profession. Some scholars says that leadership that is performed by principals in the field of education means that efforts to lead, influence and provide guidance to all education personnel as a subordinate to allow a variety of educational goals can be achieved through a series of planned activities and add some more with the assistance of mentors if those activities are worth implementing and will give positive feedback (Zahid, 2016). The school headmaster ultimately needs a good strategy to manage school resources in the superior ways avoiding all chances of wastage so that their abilities can make sure that the headmaster is having the right strategy to empower educators through collaboration or cooperative, providing opportunities for educators in a variety of activities that support school programs and other extra curriculum activities (Milliman, 2001). At times, teachers are also working for getting paid and putting the right effort which are needed by students in such ways the bundles of complain begin waiting for the heads which they need to face in all the cases. So it is very predominant for the heads to show empathy and have kind attitude towards the teachers so that they will not disappoint them or bring them to the point which principal is not able to deal with. They both go side by side because the higher proportion can lead to create mishap or loss of anyone. But at the end it will be a great loss to school and students learning in it (Abarnathy, 2005). In Sindh many schools are not having tough competition because school management supports them as well. But yes the point comes when the teachers become experienced and they become full of expertise regarding the school environment than the fear of promotion take place because these are the teacher who later become the principals if the owner of school is not the headmaster themselves. In addition to above the headmaster is the person who is able to become an agent of change that can affect his attitude and appearance all the time. Effective leaders are able to meet the goals of individuals, groups, and organizations they belong to success and make task easy for employees (Ashraf, 2005).

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The Leadership role at the school could include a number of activities of headmaster in maintaining the school institution by developing and strengthening the current and existing teamwork, managing tasks and division of responsibilities. Basically, the competence of principals can be seen from the listed magnitudes it includes the following (a) implementing the effective school leadership; b) implement instructional leadership where all their decisions are respected; c) maintain a climate of student-centered learning so they will not feel bored ; d) helps in the professional development of teachers and managing human resources depart as well where they can discuss the salary matters; e) involve parents and teachers with each other; f) to manage the school effectively and carry out the daily program for better results ; and g) implementing effective interpersonal relationships with higher educational authorities such Sindh ministry of education so that they can easy enrolled the school name for the secondary exams and to get the official recognition. All in all the success of school headmasters lies in the quality of education (Amjad, 2005).

For teachers the competence is the set of skills, knowledge, and behaviors which they carry with them all the time because all these reflect the habit, thinking and acting of mentors. All these attribute must be owned by the teachers if they want to be competitive in this profession. It is extremely Relatable to teachers that the mentor is the one who plays an important role in designing learning strategies that will be done in the classroom. The success of the learning process is highly dependent on the performance of teachers in teaching and learning activities can be carried out properly because it is something that students will carry with themselves the entire life. Therefore competence must be absolutely owned the teacher as the ability, skill and ability in order to manage the education if they want to be revived for long time (Wilson, 2000). In Sindh the quality of education and the students that pass out every year are often perceived entirely depending on the role and quality of teachers in the managing the components that used in the teaching learning process, the competence of teacher is much higher because they bring success factor in the quality of education because they have direct relationship with the learners. It has been observed in Sindh that guardian is not aware about the name of principal of their child's school but they know the name of their class and subject teachers (Rizvi, 2008). The teachers are still higher in competence because they select the learning area which need to be discuss in class, they set criteria for success, they always analyze the students acquisitions, they provide closure at the end of lecture, they also provide remedial opportunities to reduce the gap of understanding in class, they demonstrates the ways through which learners can easily grasp the success and make admirable use of their knowledge and expertise (Elizibeth. 2011). The level of competence in mentor is the specified size which is required in the form of acquisition in terms of knowledge and the behavior of action for a teacher to be feasible for functional positions in accordance with its duties, qualifications, and level of education they personally own. All the mentors in Sindh must have the sufficient competence to be able to perform their duties well, the competence of teachers is contain the complex combination of knowledge, attitudes, skills and values shown in the context of the performance of teachers which are assigned to him/her (Ibrahim, 2018).

The instructors must have four basic competencies to be competent enough in regard to headmasters. The four elements are they must be personal competence, social competence, and professional competence. If they are lacking in any of these they will fail to beat them. In

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most of schools the principals and the mentors competence have a significance and positive correlation towards the student achievement in the school because they both aims to have good results, it shows that the importance of headmaster leadership, teacher competence and achievement in improving student achievement all are connected (Poirel, 2014)

Functioning matters a lot if the school is not functioned adequately and no new methods are being used than guardians along with children will not take step in to it. They can appoint people who can introduce new ideas and implement them in the cheaper cost. With the help of well managed partnership the government can easily remove the inefficiencies to the greatest extent by addressing them in order to diminish the gaps between public and private education. In many places the students who are passed out from private sectors are given the more importance and priorities as compare to the students passed from public schools. They should keep a check and balance on this and bring equality so that the merit level does not get disturbed and people who can afford the private school will not hesitate in admitting their child to public schools. This partnership can be take place with well known politicians, gigantic business owners, other private school and so on who can invest in improving the situation and can give better quality staff members to work inside the boundaries. In this way they will not be overloaded (Hnushek, 2004). Other is, government can also participate in delivering the better quality education to the students just by keeping certain level that below this rank or educational degree, the schools cannot appoint nay teacher in order to teach students, in this way the private schools will also get active in hiring the quality teachers and on other hand the teachers will not get exploited. Government can implement the strict rules and regulation which need stop be followed by all the schools and if someone in not following them they should be highly panelized. They can give subsidies as well to the schools who are contributing largely in the revenues of government and they are working productively by maintain the quality of education, providing all the essential facilities and the adequate environment where student can learn in best way. The government can give them grants in any form they can reduces the taxation level, allow them free electricity, give some amount on yearly basis and many more options are available in this regard. They should take steps where they can create awareness about the importance of education to people especially in villages and other rural areas for that purpose the can use any mode of communication like radio, television, newspapers and so on. However in this time, everyone even in rural areas is having some kind of medium through which they entertain themselves. The government can prepare teams and send them to such areas where they can give live presentation and motivated the learning of girls especially. They can segregate the teams into divergent districts and can run motivate people easily. Working together will be more beneficial than working alone for the country. Other is they should encourage the private sector to invest in the educational sector overall not specifically in public schools, in this they can be able to develop more schools in rural areas and provide better facilities to some extent. It is only the lack of investment and other funds that schools are not working proper and they are not maintained. The joint investment will bring more return on investment as well which can be enjoyed by all. Government can develop schemes and programs which can force the parents to send their children's to school rather making them the part of child labor. These programs can includes free trials, free school uniform, books, scholarship and much more. In this way to some extent parents will not feel over loaded with the expenses and they can step in

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sending their children's to schools happily. (Neal, 2009)

It has been observed that good management is the key to good performance and it is very true if we see deep inside of it. The management knows what running inside the school, what strategies are used, the resources are correctly used, or not, how children's are behaving towards change, about the punctuality and much more stuff like this. If the management become honest and report sincerely in the higher authorities than the chances of improvement itself will increase. The higher authorities will come to know about what actually going on. In many schools the management is not working properly and they are just taking advantage of their positions to the highest level. Basically management comes in between the teacher and government it joins them (McCann, 2008). They are middle people who are very cardinal to school. The management can assist in maintain the children attendance, whenever they saw a change in it and change in behavior of students they must get strict towards it. They punish them penalties; inform their absences from school to their parents, about their bunking routines so that they can take any action regarding it. apart from students attendance they need to keep an eye on the teachers as well are they punctual in their routine, even if they are coming to school make it mandatory that they should teach in class ad full the hours that is allotted to them. It is because if the mentors are not serious in their action than the chances become higher that students will follow them too. Management can easy recognize how much mentor is required in each class and who can tech which subject in best way. If the management keeps their eye open and make some improvement towards it, the little alteration will lead to higher victories for sure (Claudia, 2012). At times the curriculum, which is delivering to school, is very tough in that purpose the people of management can assist in reducing the lesson numbers so that mentors and students will not become overloaded with the stress. In present time the academic support is very much cardinal for the superior outcomes. The principles must be polite with teachers and other faculty staff members so that they can contribute with their best efforts. Now comes the financial support, this can arose from any side whether student or teacher. In many situation the times comes when parents are not able to afford the fee for a month or two in such cases the management should give time to pay or allow them some kind or relieves on their fees while at time it happens with teachers (Taylors, 2018). If teachers become in any difficult the managements should support them so that mentor will become more faithful towards their work and does not think to leave the job. This includes payment of salary in advance, allowance of any benefits, allow them some credit and etc. the development of TLM is very important now which stands for teaching learning material. This includes some exciting ways through which student can grasp the lesson more quickly and they will not feel bored of sitting in class. For this generation the teaching learning material are essential now because it gives them the vibes to engage themselves more in learning and these positive vibes will bring them back to school every day. If these instruments of learning material are provided by the management the task became easy for the mentor in delivering the lesson and the outcomes from these will be tremendous. Lastly the learner's assessment, this is also very predominant and carries great worth at the time of assessments the management need to show the active part, they must have implement strict rules and regulation which must be followed in any case. And they should highlight punishment to students who are caught while doing cheating and showing uncertain behavior during the exam premises. If the

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management will focus on all these matters the improvement will become mandatory and along with it the school will be able to welcome the advancement and enhancement inside the boundaries of it. (Doyle, 2010)

Statement of the Problem

It has been observed that students passed out from government secondary schools mostly get low grades. They are also deficient in the minimum standard of knowledge they should have after passing their secondary school certificate. This research has tried out to evaluate the problem.

Objectives of the Study

To find out the reasons of low grades at the secondary examination of the students of government secondary schools by finding the following:

- To find out the strengths and weaknesses of the principals of these schools
- To find out the strengths and weaknesses of the teachers of these schools

Significance of the Study: The study will be helpful for the management of government school management.

Limitation of the study: The study is limited to government secondary schools of rural Sindh only and does not cover private schools or schools in the urban areas.

Research Methodology

Research Design and data collection: This was a quantitative observational research study using a predesigned close ended questionnaire. Students passed out their secondary school certificates (SSC) examination from ten government schools (both boys and girls) of Thatta and Kashmore (Sindh province) were interviewed during the month of August –September 2022. Interviews were done on telephone through WhatsApp message.

Data Analysis: The data was analysed by using SPSS (latest version) and Excel software applications. Advanced methods of data analysis e. g. Regression Analysis, Cross Tabulation were used while analysing the data.

Result

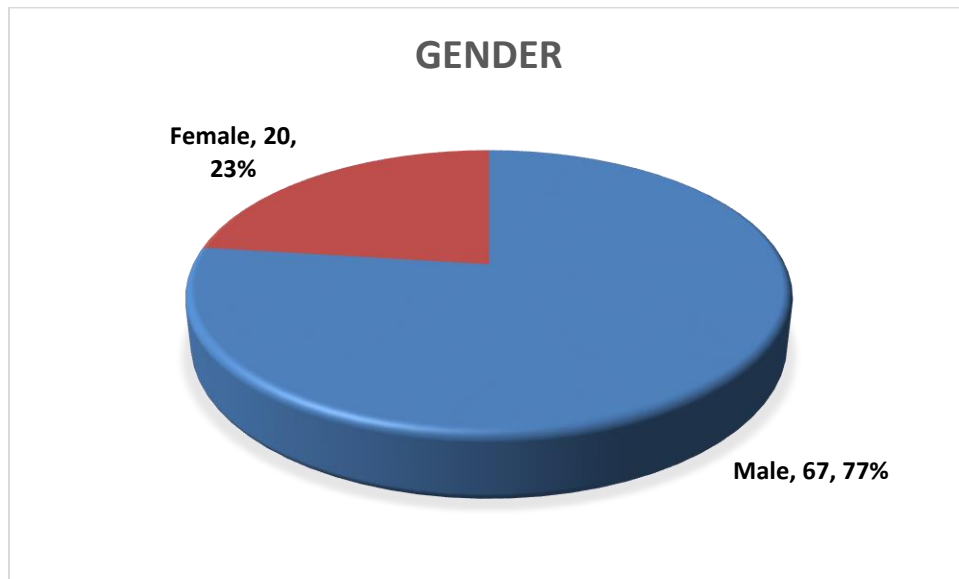
Out of the total students the researcher approached 87 were available for the interview on telephone. The questionnaire was shared through WhatsApp.

Gender wise 77% were males while 23% were females. Only 18.3% students secured A and B grades while the rest secured C, D, and E grades. As high as 63.2% of the principals and vice principals were either rarely punctual or not punctual at all, while 45.9% teachers were either rarely punctual or not punctual at all. While mentioning the subject knowledge of teachers only 10% were mentioned as good. The rest of almost 90% were either adequate, inadequate or very inadequate. While mentioning the teaching style of the teachers 45.9% were either very good or good, the rest were adequate, inadequate or very inadequate. In 93.1% schools library was not functional. Out of total 49.4% students did not have any private tuition during their 9-10th class, 20.7% students had private tuition for 1-2 subjects. While mentioning their home environment in terms of motivation 26.4% mentioned routine and normal, 54% said it was either demotivating or highly demotivating. While mentioning the

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encouragement factor of parents for academic activities 21.8% said that they were highly motivating or motivating but 78.2% mentioned that it was normal routine, demotivating or highly demotivating. Father of the students were 31% undergraduate, 51.1% were matric or less than matric or having no formal education. For mothers, 11.4% mothers were graduate or more, 31% undergraduate, 57.4% were either matric or less or having no formal education.

In regression analysis, the values of R², adjusted R² 0.967 and 0.963 indicate the the data explain the result well. The Durbin Watson value of 1.228 means that there is a strong correlation between the dependent variable (Grades) and the independent variables (education of mother, home environment, functioning library at school, private tuition, subject knowledge of teachers, punctuality of the principal and vice principal, encouragement in academic activities by parents, punctuality of teachers, teaching style, education of father).



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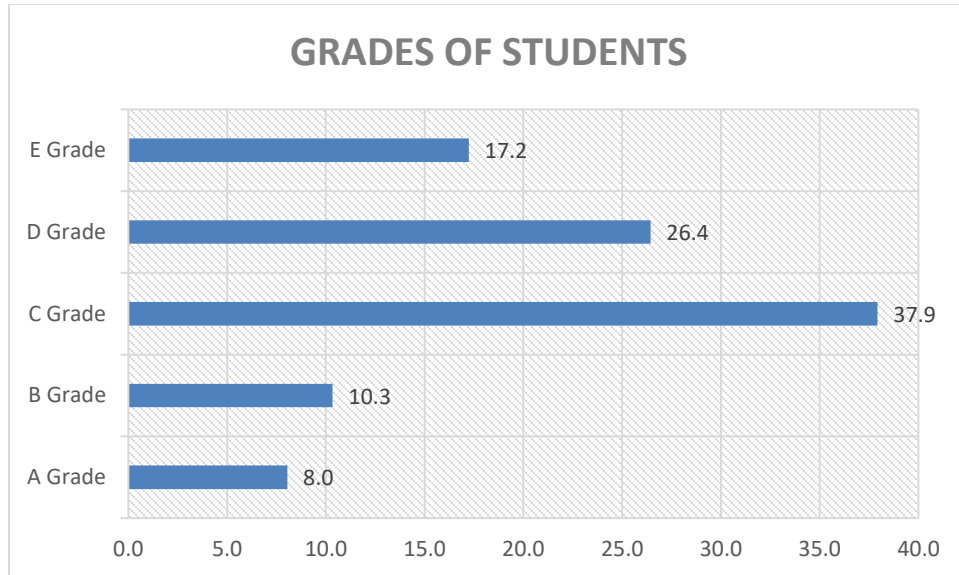


TABLE 1: FREQUENCY (PERCENT)			
PUNCTUALITY OF THE PRINCIPAL AND VICE PRINCIPAL		PUNCTUALITY OF TEACHERS	
	PERCENT		PERCENT
Punctual up to some extent	36.8	Punctual to a great extent	18.4
Rarely punctual	46.0	Punctual up to some extent	35.6
Not punctual at all	17.2	Rarely punctual	26.4
Total	100.0	Not punctual at all	19.5
		Total	100.0
SUBJECT KNOWLEDGE OF TEACHERS		TEACHING STYLE	
	PERCENT		PERCENT
Good	10.3	Very good	12.6
Adequate	49.4	Good	33.3
Inadequate	34.5	Adequate	12.6
Very inadequate	5.7	Inadequate	12.6
Total	100.0	Very inadequate	28.7
		Total	100.0
FUNCTIONING LIBRARY AT SCHOOL		PRIVATE TUITION	
	PERCENT		PERCENT
Fully functional	2.3	None	49.4
Partially Functional	4.6	1-2 subject	20.7

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Non Functional		93.1		3-4 subject		26.4					
Total		100.0		More than 4 subjects		3.4					
				Total		100.0					
HOME ENVIRONMENT				ENCOURAGEMENT IN ACADEMIC ACTIVITIES BY PARENTS							
		PERCENT				PERCENT					
Highly Motivating		6.9		Highly Motivating		5.7					
Motivating		12.6		Motivating		16.1					
Normal routine		26.4		Normal routine		36.8					
Demotivating		36.8		Demotivating		27.6					
Highly demotivating		17.2		Highly demotivating		13.8					
Total		100.0		Total		100.0					
EDUCATION OF FATHER				EDUCATION OF MOTHER							
		PERCENT				PERCENT					
More than graduate		5.7		More than graduate		3.4					
Graduate		16.1		Graduate		8.0					
Undergraduate		31.0		Undergraduate		31.0					
Matric or less		34.5		Matric or less		40.2					
No Formal education		12.6		No Formal education		17.2					
Total		100.0		Total		100.0					
TBALE 2: REGRESSION ANALYSIS											
Model Summary ^b											
Mod el	R	R Squa re	Adjust ed R Squar e	Std. Error of the Estima te	Chang e Statisti cs					Durbi n-Watso n	Sig / P value
					R Square Chang e	F Chan ge	df 1	df 2	Sig. F Chan ge		
1	.983 ^a	0.967	0.963	0.21768	0.967	223.811	10	76	0.000	1.228	0
a. Predictors: (Constant), EDUCATION OF MOTHER , HOME ENVIRONMENT , FUNCTIONING LIBRAY AT SCHOOL , PRIVATE TUITION , SUBJECT KNOWLEDGE OF TEACHERS, PUNCTUALITY OF THE PRINCIPAL AND VICE PRINCIPAL , ENCOURAGEMENT IN ACADEMIC ACTIVITIES BY PARENTS , PUNCTUALITY OF TEACHERS, TEACHING STYLE, EDUCATION OF FATHER											
b. Dependent Variable: GRADES											

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Discussion

Bush (2007) is of the opinion that educational leadership is an essential part of management more so in the current century. Again the emphasis is on leadership training. Managing schools requires full fledged management knowledge and expertise which needs formal periodical training. The management also includes maintaining punctuality and quality of teaching. In this study it was found that punctuality is not observed as a rule and quality of teaching is also not up to the requirements. For this purpose formal training should be given particularly the principals and vice principals. Egboka (2013) is of the view that in the absence of formal training, even self leaning can improve the competence. Suko (2015) advocates for well qualified and competent leaders at school level. He recommends that the government should form a supervisory committee to supervise and ensure the quality of school managers to become effective leaders.

Conclusion

Based on this study it may be concluded that the education managers (principals and vice principals) lack the sincerity and seriousness to inculcate a learning environment in their schools. While it is true that this cannot happen overnight, but proper commitment from the education managers are needed for the students to excel in their examination.

On the basis of our findings we feel that the system of education I government secondary schools of rural Sind needs a complete overhauling and the priorities and importance need to be redefined and rearranged.

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