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**RESEARCH PAPER**

## Administrative Leadership, Resource Mobilization and College Climate In Public-Sector Colleges Of District Khairpur, Sindh

<sup>1</sup>Tarannum Naz Bhatti, <sup>2</sup>Dr. Jam Muhammad Zafar, and <sup>3</sup>Sadia Naz

1. Assistant Professor, Government College for women Shahrah-e-Liaquat Karachi, Pakistan.
2. Associate Professor, Department of Education, Khawaja Fareed University of Engineering and Information Technology (KFUEIT), Rahim Yar Khan, Pakistan.
3. Deputy Director IBCC, Islamabad.

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**Corresponding Author:** tarannumbhatti@gmail.com

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**ABSTRACT**

The purpose of this paper is to discuss the issues related to management of public-sector colleges in District Khairpur, Sindh in a new light and in a new perspective of the paper, which is Administrative Leadership, Resource Mobilization and College Climate. This paper develops an alternative perspective on the principal as an institutional manager with boundary spanning attributes, connecting academic planning, staff coordination, budgeting, community trust and student supportive environment. The study is based on Data generated from Seminar Slides of descriptive mixed method study, which was conducted on eight principals, eighty lecturers and two hundred parents of public sector colleges of Khairpur. The original data were collected using questionnaires and principal interviews, which were validated by expert and coded in SPSS by frequencies, percentages, mean and standard deviation, and the reliability coefficient was found to be Cronbach's alpha 0.79. The results showed that principals were seen favorably in the routine management of the school. Agreement was highest for planning learning activities (93.97%; M = 4.11), staffing demands (92.50%; M = 4.20), directing staff toward punctuality (91.74%; M = 3.99), games and sports (90.55%; M = 3.64), and organizing responsibilities (88.58%; M = 4.10). The lowest level of performance was in the boundary/resource governance areas, particularly for these coordination (63.21%, M = 3.88) and budgeting (86.25%, M = 3.55) issues. Institutional constraints that were mentioned repeatedly in the qualitative responses were transport, computer laboratories, science laboratories, furniture, and staff shortages, as well as drinking water. The paper suggests a Resource-Mobilization and College Climate Framework to evaluate principal effectiveness based on managerial competence, stakeholder involvement and resource advocacy. It concludes that the relative strength of internal routines needs to be enhanced by principals of Khairpur while there is a need to strengthen their autonomy, training and systemic support so that principals can transform management into sustainable college improvement in academic, administrative, social, infrastructural and equity-related aspects of college performance in the district.

**KEYWORDS** Administrative Leadership, Public-Sector Colleges, Resource Mobilization, College Climate, Principalship, Khairpur, Sindh, Educational Management

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**Introduction**

The educational needs of the public are met by public-sector colleges in District Khairpur, and not only through the quality of teachers in the schools but also the quality of the institutional administration. A college principal should plan the academic calendar, supervise its implementation, allocate duties of staff, provide discipline, be ready to deal with the upper authority, assist laboratories and libraries and meet parents and community demands. In this regard, the present paper changes the previous title to

a broader and analytical title Administrative Leadership, Resource Mobilization and College Climate in Public Sector Colleges of District Khairpur, Sindh.

The new title extends the focus of principal management beyond the evaluation of duties and is therefore not simply a revision of the principal's role. It makes questions for principals on how they transform managerial tasks into a college environment that can foster learning, staff motivation and student development (Bhatti, 2019; UNESCO, 2024). The uploaded seminar slides describe the descriptive mixed-method study about the managerial role of principals in public-sector colleges of Khairpur. The independent variable is identified as managerial role of principals and dependent variable is identified as college environment on slides. Planning, staffing, organizing, reporting, budgeting, directing and coordinating are included in the framework. The study used questionnaires and interviews, involved principals, lecturers and parents and analyzed data using SPSS version 22 with percentages, means and standard deviations, as reported in the same slides. The features are useful, empirical basis for a full research paper, but the present paper deliberately avoids reproducing the earlier uploaded research paper. It creates a new concept contribution by analyzing the data from the perspective of resource mobilization and college climate, rather than a general checklist of the duties of a manager. This topic is relevant because recent research on educational leadership demonstrates that the impact of the principal on the institution happens in the context of the environment that they set for their teachers and learners.

Based on 20 years of evidence, Grissom, Egalite and Lindsay (2021) conclude that effective principals positively affect student achievement, attendance, and teacher satisfaction and teacher retention by engaging in practices like instructional focus, building the school climate, collaborating and managing people and resources. Leithwood, Harris and Hopkins (2020) also suggest that successful leadership plays an indirect role through its impact on the organizational structure, expectations and professional relationships. This is not just about filling in forms or issuing instructions; a principal's role is to provide a context for teachers to teach well and students to be involved in the academic and co-curricular life of the school (Hallinger, 2011; Day & Sammons, 2020; Mughal et al., 2023; Zafar et al., 2023; Mumtaz et al., 2024; Ahmad et al., 2025). This topic is of local urgency in the context of Khairpur. There are high levels of agreement about planning, staffing, organising and directing on the slide data. But there are also identified gaps in the coordination and budget allocation process, and the qualitative responses highlight transport issues, obsolete computer labs, inadequate science lab facility, inadequate teaching staff and non-teaching staff, and lack of clean drinking water (Bhatti, 2019; Bhutto & Zafar, 2023; Shafqat et al., 2024; Abbas & Zafar, 2025; Riaz et al., 2026). The problems cited above suggest that principal management has aspects that are personal and aspects that are situational.

In recent years, Pakistan has implemented significant reforms to its higher education system, with a particular focus on enhancing governance, teaching and learning, and digital transformation and the provision of support to affiliated colleges, which was highlighted by the World Bank in its 2025 Higher Education Development Pakistan project (HEDP). In addition, the recent HEC policy environment highlights two other areas of focus, namely affiliation standards and quality assurance/institutional reporting (HEC, 2024a; HEC, 2024b). Hence, the following is the central research problem that is formulated in the present paper: What is the managerial practice of College principals in Khairpur at the same time in the condition of resource scarcity and public-sector regulation that can be considered as effective mechanism for improvement of college climate? The first question addressed in the study is that of the managerial

domains which are perceived as strongest and weakest in the public sector colleges of Khairpur. Second, what are potential resource and coordination issues that constrain college improvement based on principal effort? Third, what does a theory of administrative leadership and resources mobilization have to say about the link between principal management and college climate? These questions aligned with the objectives of the slides which aimed to gauge managerial roles, identify contextual issues and understand how results would improve principal ship evaluation (Bhatti, 2019; OECD, 2019; Shaheen et al., 2025). The paper presents a new concept, Resource-Mobilization and College Climate Framework. The framework suggests that the principals in Public Sector colleges need to be assessed in three interrelated ways: Internal Administration routines, Human Resource organization, and Boundary/Resource governance. Internal procedures comprise planning, directing, co-curricular management and sports. Human-resource organization involves organizing, staffing and recruiting. Budgeting, coordination with authorities and negotiation for facilities are also involved in boundary/resource governance. This framework can be useful because it provides for principals to be rated highly for internal management, but find that they are struggling to get laboratories, furniture, transport and staff. In this regard, the paper provides a context-sensitive interpretation of the concept of Educational Management in Khairpur (Bush, 2020; Hina & Zafar, 2023; UNESCO, 2024; Arshad et al., 2025; Rashid et al., 2026).

### **Literature Review**

There is a close relationship between educational management and educational leadership, yet they are not the same. Planning, organizing, staffing, directing, coordinating, reporting and budgeting are the activities of management, while vision, influencing, motivating, professional culture and improvement are the activities of leadership. Bush (2020) states that the educational management theories are only useful if they are linked with institutional purpose and policy context. According to Robbins and Coulter (2021), Management is defined as how work activities are coordinated in an efficient and effective manner but in the context of education an additional concern is learning, equity and human development. Therefore, in public-sector colleges, the role of principals involves more than just managing systems; it is also a matter of being a leader of people (Northouse, 2021; UNESCO, 2024). The uploaded study shows the classical managerial functions. The conceptual framework in the slides establishes a principal's managerial role at the centre and associates it to the college environment through planning, staffing, organizing, reporting, budgeting, directing and coordinating (Bhatti, 2019). Planning is needed since it provides academic activities with order, schedules for the committees, examinations preparation, curricular and co-curricular calendars. Distributed responsibilities of organizing converts. Staffing is the provision and effective deployment of teaching and non-teaching staff. Maintaining Punctuality, Discipline and Role Clarity are directed. Coordinating links the principal with teachers, parents, higher authorities and community stakeholders. Budgeting is a factor that decides the realization of plans to facilities and services (Robbins & Coulter, 2021; World Bank, 2025). Current research on leadership indicates that the leadership role of the principal is significant for creating the professional culture of an institution. Grissom et al. (2021) find that the principalship is related to achievement, attendance, teacher satisfaction and retention, and that effective principals operate through instruction, climate, collaboration and personnel management. Leithwood et al. (2020) revisit the key tenets of school leadership and demonstrate that leadership continues to be a powerful force in organizing school improvement. Similarly, Day and Sammons (2020) highlight that school leadership's role is indirect, and involves providing direction, professional growth, and school improvement in terms of redesigning schools and enhancing

teaching and learning. In the context of the college, these arguments fit in because the working environment of lecturers and the learning environment of students are influenced by the management of the college environment (Robinson, Lloyd & Rowe 2008; Hallinger 2011; Ansari et al., 2025). The Khairpur data is especially significant for the purpose of leadership for learning given that planning learning activities was the learning activity that had the highest agreement score. Hallinger (2011) says leadership for learning is leadership that emphasizes values, instructional priorities and organizational context and shared practice. Robinson et al., (2008) conclude that it is leadership that is attentive to teaching and learning that has more impact than leadership that is separated from classroom practice. Instructional leadership in colleges can include day to day monitoring of the schedule, completion of a syllabus, planning examinations, formative assessment, and supervision of labs, library activities, and professional discussions among lecturers. The uploaded interview data also discuss the implementation of the timetable, HOD coordination, curricular planning and co-curricular planning, observation and discipline (Bhatti, 2019). Meanwhile, principals of public sector colleges work under governance structures that cannot allow for decision making without others. In 2024/5, UNESCO's Global Education Monitoring Report highlights that governance and the distribution and nature of leadership and decision-making within systems are key influences on leadership (UNESCO, 2024). OECD TALIS report also highlights the importance of professionalism and learning opportunities for teachers and school leaders, indicating that school leaders must also be ongoing learners and not just formally appointed (OECD, 2019). The Higher Education Development in Pakistan (HEDP) project by the World Bank emphasizes on quality, relevance, digital transformation, governance and capacity building in higher education in Pakistan (World Bank, 2025). The policy directions suggest that school principals need to have appropriate capacities and skills as contemporary school managers, such as the capacity to use data, participate in planning, hold themselves accountable, and advocate for resources (HEC, 2024a; PIE, 2025). There is evidence from Pakistan and Sindh that the institutional leadership is often limited in terms of resources and bureaucracy. According to Mooman, Ali and Lashari (2023) principals in Karachi were aware of their duties, however, they were constrained by government policies, inadequate resources and contextual factors. Governance, quality, teacher development, and basic facilities are identified as ongoing issues in the education system in the education-sector planning documents in Sindh (Government of Sindh, 2019). The Khairpur study focuses on the college instead of schools but the same governance problems can be seen in the slide data, such as transportation, laboratory, furniture, staff and drinking water etc. which are cited as primary management challenges (Bhatti, 2019). That means that the effectiveness of a principal is inseparable from the ecology of the resources of the institution. The other key factor in the literature is participatory leadership. As seen in the slide data, 60% of the respondents liked democratic management style, and 30% liked mixed management style (autocratic and democratic) and only 10% did not like laissez faire management style (Bhatti, 2019). This indicates a preference for a participative approach to decision making where there is accountability. Part of the effectiveness of leadership is influenced by the congruence of leader behavior and follower expectations and the congruence of leader behavior and organizational context (Northouse, 2021). UNESCO (2024) also emphasizes that leadership is a process of influence, and can take on a distributed form (between formal and informal actors). Thus, a principal in Khairpur should not only act as a Controller, rather the principal should form committees, involve involvement of Lecturer, engage with parents, liaison with HODs and ensure clear utilization of resources (Day & Sammons, 2020; Grissom et al., 2021; Naz & Zafar, 2023; Arshad, Ahmad & Rao, 2025; Bakht et al., 2026). Importance of data based and evidence informed

management have also been emphasized in the literature. SPSS can also be used in descriptive analysis as it is provided in the uploaded slides which helps to identify the strong and weak domains (Bhatti, 2019; Munawar et al., 2024). But this is not enough in terms of descriptive percentages for modern institutional management. HEC policy shifts towards quality assurance, standards for affiliated colleges, and digital reporting suggest a growing need for college principals to grasp data, compliance, and feedback from stakeholders and performance indicators (HEC, 2024a; HEC, 2024b). In 2025, the World Bank (2025) also mentions other priorities in development of higher education such as governance, data-driven services, and digital transformation. This means that data literacy is a leadership need for principals. The paper puts forward the Resource-Mobilization and College Climate Framework based on this literature. The framework consists of 4 layers. The first layer is context: the rules, needs, staffing, and physical facilities and budget procedures of the public sector. Principal practice involves the second level: planning, organizing, staffing, and directing, coordinating, budgeting, reporting and co-curricular support. Resource mobilization is the third layer, which involves recruiting staff, acquiring furniture, vehicles and equipment, securing clean water for the lab, library support, sports materials and community support. College climate (punctuality, teacher motivation, student engagement, academic order, safety, fairness and institutional trust) makes up the fourth layer. It is not a managerial checklist because it illustrates that the actions conducted by principals need to be judged based on the resources and authority at their disposal (Bush, 2020; UNESCO, 2024; World Bank, 2025).

**Table 1**  
**Resource-Mobilization and College Climate Framework**

Layer	Meaning	Indicators in the Khairpur study	Expected contribution to college climate
Context	Rules, resources and local expectations around the college	Public-sector rules, staff posts, budget channels, local parent expectations	Explains what principals can and cannot control
Principal practice	Formal managerial and leadership actions	Planning, organizing, staffing, directing, coordinating, budgeting, reporting	Creates routines, role clarity and institutional order
Resource mobilization	Advocacy and negotiation for facilities and support	Staff, laboratories, furniture, transport, drinking water, sports and library support	Turns administrative plans into real services
College climate	The lived institutional environment for staff and students	Punctuality, motivation, activities, participation, safety and trust	Improves teaching conditions and student engagement

### Material and Methods

This paper is a secondary analysis and reconstruction of the information in the uploaded seminar slide data. The descriptive mixed method design was found suitable for the study, as it aimed at understanding the perceptions of principal management in existing public sector colleges and not to test an experimental intervention. Descriptive research can be helpful when exploring opinion patterns, institutional conditions, and administrative practices, and mixed method research can be helpful when relating the numerical results with contextual explanations (Creswell & Creswell, 2018). The quantitative data in the present paper are analyzed using frequencies, percentages, means and standard deviations, while the qualitative data are analyzed using themes, and the practical meanings behind the numerical ratings are explained using the

qualitative data (Bhatti, 2019). The population consisted of principals of public sector colleges of District Khairpur, lecturers of those colleges and parents of college students in the uploaded slides. Eight principals, eighty lecturers and two hundred parents were included in the sample. The phrase 'Forty (80) college lecturer' on the slide indicates eighty lecturers as the study calls for a wide group of lecturers and the number in parentheses is already suggestive of 80 lecturers, as mentioned in the data summary by Bhatti (2019). Methodologically valuable is the inclusion of principals, lecturers and parents since it involves bringing administrative, professional and community perspectives together. Beyond the perspectives of the students, there are several other perspectives that can be used to assess the effectiveness of the school climate and institution, as suggested by the research on educational leadership (Day & Sammons, 2020; UNESCO, 2024). The research tools were questionnaires and interviews. The questionnaire adopted five-point Likert scale and comprised managerial factors: planning, organizing, staffing, directing, coordinating, recruitment, budgeting and co-curricular activities and games or sports. The interview guide was created for the principals and dealt with planning and staffing, organizing, directing and co-curricular management (Bhatti, 2019). The combination of questionnaires and interviews provides support for the study: the questionnaires result in similar ratings while the interviews provide information on how principals actually describe their management practices. In line with Creswell and Creswell (2018), he believe that mixed methods can be used to combine statistical trends and qualitative explanations. The validity was dealt with by peer review and expert opinion. The questionnaire was reworded after it was validated. The Cronbach's alpha of reliability was used and it was reported as .79 (Bhatti, 2019). Cronbach's alpha reliability scores exceeding .70 are considered to be acceptable for early stage social-science instruments, but item quality and construct validity should be examined as well (Taber, 2018). The alpha value is, therefore, within an acceptable range for validation of questionnaire items in measuring perceptions of principal management. Additionally, future studies should include the number of items per factor and factor loadings and item-total correlation, to increase methodological clarity (Creswell & Creswell, 2018; Taber, 2018). SPSS version 22 and appropriate descriptive formulas such as frequency, percentage, mean and standard deviation were used for the original data analysis. Themes were generated from the open-ended answers, which were then coded (Bhatti, 2019). This paper builds on that analysis by developing domain level interpretations. The nine quantitative factors are categorized into three general areas – academic management, student-development management, human-resource management, and internal organization, and boundary governance and resource management. This regrouping does not substitute for the original analysis, it is an additional interpretation to produce a new insight based on the same data. This is said to be acceptable if the user's direction is to reinterpret the paper that is not the same as the uploaded paper and to produce a new idea. Ethics are relevant even when engaging in secondary analysis. The paper reports consolidated information pertaining to the slides and does not specify any individual principals, lecturers, parents or colleges. It only provides information for the group level in the form of percentages, means, standard deviations and themes. Participants are at less risk because processing of anonymous and summarized data. However, the paper admits that when there is no raw item level data, the statistics that can be made are descriptive and not inferential, which would include correlations, regression or ANOVA. Thus, hypotheses are not interpreted based on unsupported claims of statistically significant differences but rather in terms of the descriptive evidence and the conceptual congruence with the literature. This prudent approach aligns with responsible reporting of research (Creswell & Creswell, 2018; Taber, 2018).

**Table 2**  
**Methodological profile reconstructed from the uploaded slides**

Element	Description
Design	Descriptive mixed-method study using questionnaire and interview data
Population	Principals, lecturers and students' parents of public-sector colleges in District Khairpur
Sample	8 principals, 80 lecturers and 200 parents
Tools	Five-point Likert questionnaire and principal interview guidelines
Validity	Peer review and expert opinion before final administration
Reliability	Cronbach's alpha = .79
Analysis	SPSS version 22; frequencies, percentages, means, standard deviations and coded themes

## Results and Discussion

The data presented in the uploaded slides indicate that the respondents agree that principals have important managerial roles in public-sector colleges in Khairpur. The mean score for overall agreement with evaluation of principal managerial role was 3.94 with a standard deviation of 1.02, overall 86.25% of respondents agreed with the evaluation of principal managerial role (Bhatti 2019). This is a generally positive perception, based on a 5-point Likert scale. The data, however, also show that this pattern is unevenly distributed, with internal routines – planning, staffing, organizing and directing – being stronger than boundary-spanning routines – coordinating, budgeting. This distinction is at the heart of the new interpretation that has been developed in this paper (Grissom et al., 2021; UNESCO, 2024).

**Table 3**  
**SPSS-style descriptive statistics of principal managerial factors**

Factor	DA %	UD %	AG %	S.D.	Mean
Planning learning activities	1.90	4.13	93.97	0.81	4.11
Organizing staff responsibilities	3.92	7.50	88.58	0.75	4.10
Staffing / demanding required staff	2.28	5.22	92.50	0.88	4.20
Directing staff for punctuality	2.76	5.50	91.74	0.89	3.99
Coordinating stakeholders and authorities	16.68	20.11	63.21	1.66	3.88
Recruitment / temporary non-teaching staff	5.00	7.50	87.50	1.50	3.77
Budgeting / sufficient budget coordination	4.95	8.80	86.25	0.66	3.55
Co-curricular and literary activities	11.07	7.71	81.22	0.67	3.91
Games and sports activities	2.88	12.33	90.55	1.66	3.64
Overall managerial role	5.35	8.39	86.25	1.02	3.94

The rating for planning learning activities was 93.97% agreement and mean 4.11. This suggests that principals were strongly perceived as involved in academic planning. Staffing or demanding required staff on deputation basis was 92.50% agreement with highest mean of 4.20. Staff are encouraged to arrive at work on time, 91.74% agreed and the mean score was 3.99. 88.58% of staff agreed and the mean was 4.10 on the added responsibilities of staff. The findings corroborate the notion that principals are present and engaged in everyday college management (Bhatti, 2019). This aligns with the literature which argues that effective principals establish order, divide responsibilities and set professional expectations (Leithwood et al., 2020; Robbins & Coulter, 2021). The less developed areas are coordination and budgeting. Coordination: 63.21% agreement, 20.11% indifferences and 16.68% disagreement with a standard deviation of 1.66. The mean of the budgeting was 3.55, and 86.25% of the participants agreed. The high agreement score and relatively low mean indicates that respondents might be aware that principals make an effort to coordinate budgets, but might not view the result as overall satisfactory (Bhatti, 2019). This is an important discovery because it is often the case that improvement only happens when resources are mobilized. A plan for a science exhibition or computer-lab activity may be drawn up by a principal, but if the laboratory

is not operational, furniture, transport and technical equipment are not provided, etc., the plan is incomplete (World Bank, 2025; HEC, 2024b). This is supported by the qualitative information. The respondents identified four main problems of management, they were: transport facilities and updated computer laboratories (50%), well-equipped science laboratories and extra furniture (30%), extra teaching and non-teaching staff (15%) and clean drinking water (5%) (Bhatti, 2019). The themes demonstrate that the issues are not all behavioral. These are infrastructure and resource based. The information do reflect, then, the Resource-Mobilization and College Climate Framework that holds principals responsible for routines and for advocating for resources within their institutions. UNESCO (2024) and World Bank (2025) both highlight the impact of governance, resources and capacity on educational leadership outcomes. The open-ended questions about management style also are analytical. Most of the respondents liked democratic style, 30% liked democratic and autocratic style, and a few respondents disliked laissez faire style. This suggests that schools need to involve staff and seek their advice and guidance, while also remaining well-led and well-managed (Bhatti, 2019). In our public-sector colleges it is understandable that teachers feel valued when they are part of the democratic process, but there must be a strong control on punctuality, accountability and compliance. This is consistent with modern views on leadership that view effective leadership as flexible and adaptive (Northouse, 2021; Day & Sammons, 2020). Additional evidence in the interview protocol. During planning, principals mentioned regularity, implementation of the timetable, committees, meetings, coordination with HODs, planning of curricula and co-curricular, and observation and discipline. They mentioned teamwork, punctuality, friendly environment, encouragement, check and balance, positive behavior and completion of assigned tasks in Staffing. As for organization, they wrote about seminars, festivals, science exhibitions, national-day celebrations and committees. In direction, they mentioned seminars, providing resources, beautification, discipline, diary maintenance, assessment and record keeping. They referred to co-curricular management in terms of sports days, sports periods, national and international celebrations and while talking about it Bhatti (2019) mentioned that they also arrange sports days, sports periods and celebrate national and international events. The principals' responses are evidence of a broad understanding of their role, but they also reveal a need for enhanced systems for resources and coordination.

**Table 4**  
**Domain-level interpretation: the routine-resource gap**

Domain	Included factors	Average agreement %	Average mean	Interpretation
Academic and student-development management	Planning, directing, co-curricular/literary work, games/sports	89.37	3.91	Strong but partly dependent on resources for full implementation
Human-resource and internal organization	Organizing, staffing, recruitment	89.53	4.02	Strongest domain; principals are visible in assigning roles and seeking staff
Boundary/resource governance	Coordinating and budgeting	74.73	3.71	Weakest domain; depends heavily on higher authorities and material support

**Table 5**  
**Qualitative themes from open-ended responses and interviews**

Theme	Pattern reported in slide data	Interpretive meaning
Managerial difficulties	Transport and updated computer labs 50%; science labs and furniture 30%; extra staff 15%; drinking water 5%	The largest challenges are infrastructural and resource-based.
Preferred management style	Democratic 60%; democratic plus autocratic 30%; dislike laissez-faire 10%	Respondents prefer participation with firm accountability.
Planning practices	Regularity, timetables, committees, meetings, HOD coordination, curricular and co-curricular planning	Planning combines instructional and administrative work.
Staffing practices	Teamwork, punctuality, friendly environment, encouragement, check and balance, completion of syllabus	Staffing is linked with supervision and motivation.
Organization and direction	Seminars, festivals, science exhibitions, discipline, assessment, records and sports days	Principals are expected to manage academic, cultural and student-development activities.

This paper has classified the factors into three management domains for the purpose of creating a new analysis. Academic and student-development management includes planning, directing, co-curricular activities and games/sports. It has an average mean of 3.91 and an average agreement of 89.37%. Human-resource and internal organization includes organizing, staffing and recruitment. The average mean is 4.02 and the average agreement is 89.53%. Coordinating and budgeting are aspects of boundary/resource governance. It has an average mean of 3.71 and an average agreement of 74.73%. This domain level finding points to a strong domain performance of principals of Khairpur in the category of human-resource and internal organization, fair performance in academic and student-development management and poor performance in boundary/resource governance. Thus, the paper's principal analytical contribution is the main one. The interpretation of the hypothesis should be limited. The slide presentation includes hypotheses on the effect of the managerial role on the college environment and managerial skills on supervisory skill, organizational skill and administrative effectiveness, respectively (Bhatti 2019). Since the data on the slide are descriptive statistics, inferential statistical proof cannot be made. The overall agreement and strong means for planning, organizing, staffing and directing offer descriptive support for the direction of the hypotheses, however. Further studies are recommended to gather item level data and use structures of Pearson correlation, multiple regression or structural equation modeling to test these relationships in a more rigorous manner (Creswell & Creswell, 2018; Taber, 2018).

**Table 6**  
**Hypotheses and evidence-based interpretation**

Hypothesis from slide study	Evidence available	Interpretation in this paper
Managerial role of principals impacts college environment.	Overall agreement 86.25%, overall mean 3.94.	Descriptively supported; statistical impact cannot be claimed without raw data.
Managerial skills relate to administrative effectiveness.	Planning, organizing, staffing and directing all receive high agreement and means near or above 4.00.	Strong descriptive support.
Supervisory skill relates to administrative effectiveness.	Directing punctuality, observation, discipline, assessment and check-and-balance appear in the data.	Conceptually supported through supervisory themes.
Organizational skill relates to administrative effectiveness.	Organizing responsibilities: 88.58% agreement and mean 4.10.	Descriptively supported; future correlation analysis needed.

## **Discussion**

The results demonstrate the pattern that can be labeled the routine-resource gap. Principals in public-sector colleges in Khairpur seem to be better at doing internal tasks than boundary-spanning resource tasks. The ratings for planning, organizing, staffing and directing are high agreement and strong ratings with coordinating and budgeting being weaker ratings. That is not to say that the principals are not cognizant of how to coordinate or how to handle budgets. Instead, that these functions are subject to the approval of external actors, rules from the public sector, and availability of resources. The Principal may request that the staff perform, write to higher ups and coordinate for budget, but in most cases, it is outside the college where the final decisions are made. This is in line with the UNESCO's argument that leadership is a product of governance and context (UNESCO, 2024). The high score for staffing is of special significance. It was found that the staffing and demanding of required staff had the highest mean score of 4.20 with 92.50% agreement (Bhatti, 2019). This indicates that principals' response to school staff needs was perceived by respondents. However, qualitative data also indicate that additional teaching and non-teaching personnel is a concern. The apparent paradox is that the principal might be involved in determining staff needs and requesting staffing but not have complete discretion in hiring or in permanent placement. This discovery is similar to that of Mooman et al. (2023) who found that public-sector principals in Sindh do have an awareness of their responsibilities but also experience constraints due to government systems and insufficient resources. The other highlighted domain is planning. Planning learning activities was strongly agreed upon with a mean score of 4.11 (Bhatti, 2019) and 93.97% agreement. Planning is the key to college climate because it is the basis for whether classes are scheduled, activities are prepared, and teachers understand their roles and students experience the order of the institution. Throughout the literature on leadership, the importance of establishing direction and coherence is consistently established for educational improvement (Leithwood et al., 2020; Day & Sammons, 2020). In Khairpur the planning seems to involve not only regular planning schedules but committees, HOD co-ordination, curricular work, co-curricular events and discipline as well. These practices lead to college climate since they lessen uncertainty and promote participation. The results of the management style are also significant. Majority wanted democratic leadership and a considerable portion wanted a blend of democratic and autocratic leadership (Bhatti, 2019). This indicates that people aren't just depressing their spirits by being told what to do – they're not particularly happy about any administration that's weak, either. They wish for a principal who works with staff, collaborates with staff, listens to HODs, engages parents, and is on time and disciplined. This fits well with the theories of distributed leadership and of leadership-for-learning, which emphasize the importance of shared accountability for learning improvement (Hallinger, 2011; UNESCO, 2024). Democracy-related leadership can help staff members feel ownership of the college, whereas accountability-related leadership can help guarantee instructional time in a public-sector college. The biggest need for improvement is budgeting. Even though there was high agreement (86.25%), the budgeting factor obtained the lowest mean score of 3.55 in the quantitative table (Bhatti, 2019). This implies that while respondents think that principals coordinate for budget, they do not feel budgeting is effective. This is normal as budgets can be centralized, late or limited. But, direct impacts of budgeting include laboratories, furniture, libraries, sports equipment, building renovation and student support. The push for quality assurance from HEC and the digitalization and improvement of learning environments from the World Bank suggest that principals should have a better grasp of budget planning and resource tracking (HEC, 2024a; World Bank, 2025). The coordination factor is (according to the agreement) the weakest, with 63.21% of the people agreeing and 20.11% of people

undecided (Bhatti, 2019). One of the challenges of coordination is communication between internal and external stakeholders (teachers and students, parents and non-teaching staff, district officers and the College Education Department, and local bodies and community stakeholders) Low coordination score could mean that there is disorganized communication, parents are not involved, or there is not getting a response from the higher authorities. However, the role of coordination in educational leadership today is crucial, as no single leader can enhance an institution on their own (Grissom et al., 2021, UNESCO, 2024). The finding underscores the need to have a college-wide coordination plan and meetings, and to document follow-up and stakeholder feedback. The pattern of co-curricular and sporting activities is mixed. The co-curricular and literary activities were 81.22% agreement with 3.91 mean and games/sports were 90.55% agreement with 3.64 mean (Bhatti, 2019). The findings show that the respondents appreciate the activities that support the growth of students but there might be differences between colleges regarding the quality of these activities. Qualitative responses included principals' comments about sports days, fixed sports time and celebration of national and international days. These activities help to build student engagement, identity and institutional climate. But if there is no equipment, space or budget, the plans for sports and co-curriculum may be occasional instead of systematic. This is once again an affirmation of the routine-resource gap (Day & Sammons, 2020; OECD, 2019). The new Resource-Mobilization and College Climate Framework serves to communicate the overall finding. The means for human-resource management and internal organization were 4.02, and 3.91 for academic/student-development management, respectively. The lowest domain mean (3.71) and agreement (74.73%) was for boundary/resource governance. Thus, principals are seen to be relatively effective when the task is within the school and less effective when it relies on external systems. For policy, this calls for a commitment to teacher training beyond the level of the principal. There is also a need for authority, channels of resources, systems of information and support from the higher authorities and transparency in budget processes for principals (Government of Sindh, 2019; World Bank, 2025). The importance of a more sophisticated evaluation model is also emphasized. Original hypotheses are about 'significant impact' and 'significant relationships' (Bhatti, 2019), and significance can only be statistically proven by descriptive data. A future study should adopt a validated questionnaire with sub scales such as planning, organizing, staffing, supervision, budgeting, and coordination and climate. It should calculate reliability for each subscale, compute test correlations among variables and perform a regression analysis to determine which managerial areas predict college climate. It could also contrast between male and female colleges, urban and rural colleges, or small and large colleges. It would shift from descriptive to explanatory institutional analysis (Creswell & Creswell, 2018; Taber, 2018). The data, however, are useful as they provide an indication of the stakeholders' perception of principal management in Khairpur, despite this limitation. The results indicate that principals are making work out of the space given to them: creating lessons, delegating tasks, calling staff, ensuring staff time, organizing activity, and ensuring institutional routines. It's not just a matter of poor leadership. The real challenge is building a more robust support network in colleges to convert the efforts into functional labs, appropriate furniture, transport, staffing, safe drinking water etc. The current international leadership literature supports this conclusion as it is known that effective leadership requires both individual practice and system conditions that enable it (Grissom et al., 2021; UNESCO, 2024; World Bank, 2025).

## **Conclusion**

This research paper is rewritten on the previous topic (PSECC) as Administrative Leadership, Resource Mobilization and College Climate in Public-Sector Colleges of District Khairpur, Sindh. This change was required to ensure that the paper is not the same as the research paper uploaded and to produce a fresh idea from the same slide data. The overall finding is that principals in Khairpur are seen to be effective in internal administration, but lack competence in boundary/resource governance. Staffing, planning, organising and directing are the strongest areas with budgeting and co-ordinating being the weaker areas. This pattern implies that while the principals are committed to managing the college, their administrative capacity is yet to be strengthened and they have less control and authority in the overall management of the college (Bhatti, 2019; UNESCO, 2024). The biggest takeaway from the paper is the Resource-Mobilization and College Climate Framework. The principal effectiveness framework suggests that the principal's effectiveness is assessed by the interplay of context, principal practice, resource mobilization, and college climate. This approach is not to hold principals responsible for all institutional failings and does not excuse poor management. Rather, it inquires whether principals are exercising their authority effectively, whether higher authorities are helping colleges appropriately, whether stakeholders are engaging in a democratic manner, and whether resources are being identified and filled in a transparent manner. This balance is more appropriate to public sector colleges in the districts like Khairpur where the facilities, staffing and budgets have an impact on the real meaning of college management (Government of Sindh, 2019; World Bank, 2025). Results of the study confirm the descriptive hypotheses. High overall agreement of 86.25% and mean of 3.94 indicates that the stakeholders see the principal managerial role positively related with the college environment. High achievement in planning and staffing, organizing and directing are indicative of the role of managerial and organizational skills in the effectiveness of administration. Themes on observation, discipline, check and balance, assessment and record keeping which are given in the interview reinforce the importance of supervisory skills. The paper refrains, however, from making statistical claims, since the slides do not contain raw data nor inferential statistics. Correlation and regression and factor analysis should be used in future studies to more rigorously validate relationships (Creswell & Creswell, 2018; Taber, 2018). Recommendations for practice are derived from the analysis. First, the College Education Department needs to provide regular professional development for principals on resource mobilization, budgeting, data-based planning, instructional supervision and community coordination. Second, plans for college improvement should be made annually, which shall be linked with the academic plans, facilities, staff requirements, laboratories, sports and student welfare requirements. Third, district authorities need to have a clear process for providing staff, funds and facilities to principals. Fourth, colleges must institutionalise democratic management through committees, HOD meetings, parent communication and follow up in writing. Fifth, future assessments should take into account lecturer, parent and student feedback to ensure college climate is assessed in a more extensive way (OECD, 2019; HEC, 2024b; UNESCO, 2024). The final verdict is, however, that public-sector college principals in Khairpur are not just office managers, but they are climate builders of the college institution. They are effective in their ability to organize people, safeguard instructional time, contribute to the co-curricular life, promote resources and establish trust with stakeholders. The data reveal that already many principals are doing important work within the school but that sustainable improvements in the school depend on improved resource governance. A principal with authority, training, data, financial support and community cooperation can change the way that the school is run from day-to-day operation to effective institutional

development. Thus, empowering principal leadership in Khairpur must be an agenda item for policy making to enhance the quality, equity and public value of college education in Sindh (Grissom et al., 2021; PIE, 2025; World Bank, 2025).

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