

Issues and Challenges in Educational Leadership Practices for Social Justice in Public Secondary Schools of Sindh, Pakistan

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Abstract: This study aims to investigate the issues and challenges in the leadership practices of educational leaders in relation to social justice. This is exploratory research in nature and qualitative methodology with a phenomenological method was used to collect the data. The population includes all of the heads of Sindh's public secondary schools. A purposive sampling technique was used to select 30 institution heads from 30 public secondary schools (n = 30) for the sample size. The information was gathered through in-person, semi-structured interviews. Thematic analysis was used to examine the data. The population includes all of the heads of Sindh's public secondary schools. Purposive sampling methods were used to choose 30 institution heads from 30 public secondary schools (n=30) for the sample size. The information was gathered through in-person, semi-structured interviews. Thematic analysis was used to analysed the data. It is found that, in most of schools, the washrooms are not available, even if they are available, because of their unhygienic condition, lack of sanitation and cleanliness due to shortage of sweepers they are not suitable for use, and the main issues and challenges in schools are; shortages and unavailability of funds and resources, poor government support. Therefore, it recommended that basic facilities should provide to students without any discrimination. And heads to ensure a healthier school setting, a head of institute should hold daily meetings with teachers, which is desirable to move along at a more fluent pace The results of this study can help institute leaders adjust their procedures to better meet the needs of their students.

Keywords: Social Justice, educational leadership, practice, issues & challenges

1. Introduction

According to Article 25(A) of the 1973 Constitution of Pakistan, 'everyone has the same right to get free & compulsory education'. The clause of the constitution also supports the of social justice concept. Social justice can be defined as the delivery of high-quality curricula, effective teaching, and inclusive learning experiences for all students, as well as the equal distribution of resources such as stationary materials, sports materials, and equipment for lab work (Memon, 2007). In the phenomenon of globalization, education growth has been accompanied by removing the condition of inequalities in the world for access to knowledge. Hackman (2005) states that social justice in education promotes active participation in classroom learning experiences and empowers teachers to provide democratic educational learning environments. Murrell (2006) also supported Hackman; according to him, social justice eliminates discrimination in educational institutes' practices and promotes participatory democracy.

A leader is someone who stands with others and inspires others to change the environment & society to meet the needs & values of people, which are essential for living. Leadership does not imply that a leader benefits personally. Since the field of educational leadership influences educational leadership practice, & leadership plays a crucial role in improving student learning.

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A good educational leader may offer reasonable improvements for a more socially just education.

Leadership of Social justice is “practice-focused” & involves factors for identifying and practices replacing with more culturally appropriate and equitable. School leaders not only recognize the inequalities but also have the authority to stop violations in the institute and take serious actions that create an inequality structure more than an equitable structure. When leaders recognize policies and procedures and face issues and challenges that preserve inequalities, they take proper actions in practice (Benedict & McMahon, 2012).

The significance and characteristics of social justice leaders are also being studied by a large number of researchers using sentiment analysis, social justice organized heads, associate heads, and instructor leaders (Jean-Marie, Normore, & Brooks, 2009; Capper & Young, 2014).

Educational leaders face incredible responsibilities with great challenges such as lack of funds, political involvement, outdated curriculum etc. and to overcome these challenges, a model of Educational Leadership for Social Justice that guides all parties involved in the school improvement process can be promoted by management and leaders alike (Ansar & Hussain, 2014). The main difficulties to social justice provisioning are low quality education & unsatisfactory infrastructure of educational institutes, mainly in Sindh, Pakistan's secondary education system (Riaz, 2009).

In developing countries like Pakistan, some factors are responsible for social injustice in educational institutes, such as general incompetence, nepotism, political involvement, corruption, and disregard for merit, ineffective educational leadership etc. These factors are directly related to the quality of Education, & social justice is necessary for the educational institute (Mehmood et al., 2016).

The purpose of this research study is to explore the perception of stakeholders about facing issues and challenges during leadership practices in Pakistan's public secondary schools of Sindh.

1.2 Statement of the Problem

Social justice in education needs to explore not from an idealized theoretical angle but from the social realities of the situation within which social justice must be achieved. Educational equality is based on the set of education standards to involve each child having the right to an equally good education (Rawls, 1971). Inequality in education affects the school's tradition, culture, environment, and curriculum delivery. Schools are creating an atmosphere that is fair, favorable to teaching and learning, and has an equal school culture.

It mandates that all educational leaders, including school heads, take accountability for upholding, advancing, and promoting social justice ideals, values, and principles in the education (Riaz, 2009).

To overcome these gaps this study is designed to explore the perception of stakeholders whose facing issues and challenges during leadership practices in public secondary schools of Sindh.

1.3 Research Objective

To explore the issues and challenges faced by educational leaders during leadership practices for the promoting of social justice in public secondary schools of Sindh, Pakistan.

1.4 Research Question

What are the issues and challenges faced by educational leaders during leadership practices for the promoting of social justice in public secondary schools of Sindh, Pakistan?

1.5 Significance of the Study

The issues and challenges in Educational Leadership for Social Justice can be addressed & resolved with the leadership practices in secondary schools of Sindh, Pakistan (Mahmood et al., 2016). This study is to exploring issues and challenges during the leadership practices. According to the views of Shah (2010), heads of institutes should be persuasive to up class the educational system through leadership practices of social justice.

This research is carried out to open the door of possibilities of making stakeholders enhance their understanding, knowledge and practice of social justice within educational institutions. This study is beneficial for them to get better insight on educational leadership for social justice for improving students' performance.

Furthermore, this study is also significant as it is helpful for the heads of institutes to address the issues and challenges of the present era with regards to uplift & develop a school to be competitive and adoptive to the current changes of the times.

2. Literature Review

2.1 Concept of Educational Leadership

According to Hoodbhoy (2019) leadership is a responsibility that falls upon the shoulders of those who are at the effective controls. Leaders first identify the problems and accept these challenges through committed leadership. Always focusing on teamwork, maintaining cooperation and positive relationships with staff, building the capacity, managing the resources appropriately, supporting the staff at all levels where problems and issues are identified, are the characteristic of effective leaders.

Educational leadership is the process of enlisting and guiding the talents and energies of teachers, students, and parents toward achieving common educational aims (Chance, 2002). Education leadership is a combined process that utilizes the forces, knowledge and talents of teachers, parents and teachers with the goal of improving not just the quality of education but also the education system itself. One approach to academic administration and quality assurance is educational leadership (Raisiene, 2014). This is how educational leadership is actually done.

- Establish a goal of academic achievement for every kid, irrespective of socioeconomic background.
- Strive to keep the learning environment safe, healthy, & responsive.
- Assign accountability to all participants.
- Enhance teaching strategies & curricular content.
- Education systems acquire and modify contemporary management strategies & instruments.

An effective educational leader derives his influence from his everyday life using education philosophies and ensuring that his leadership qualities are aligned well with his followers. One of the best strategies for accomplishing learning goals, passing on new information to a younger generation, and improving the entire educational system is educational leadership (Joubish & Khurram, 2011)

2.2 Concept of Social Justice

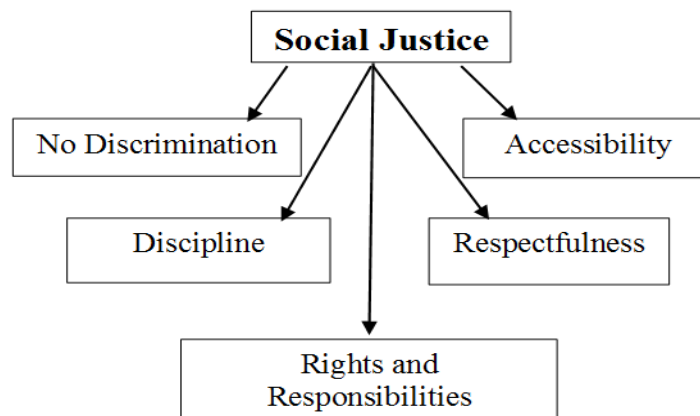
The Office of Multicultural Affairs (United States of America) (2014) calls social justice as a wide term for action to create equity, equality, and respect among peoples to include a working concept for social justice. Bogotch (2002) claims that “the idea of social justice is still unstable in the school climate and the outcomes of work for social justice. This uncertainty is due to a world that is continuously evolving the need for a school to constantly assess the requirements of all students. They proceed to characterize social justice as a conscious intervention requiring moral use of power” (p.150).

Social justice is an ongoing process that must be evaluated and reevaluated again. The principles of social justice are: Sovereignty of constitutional rules, equality of laws, grant of essential rights, the performance of duties, obedience to legal and social responsibilities, and finally a loyal faith in the value of justice, community, liberty equality & self-respect of student personality (The Office of Multicultural Affairs [USA], 2014). DeMatthews and Mawhinney (2014) asserted initiative for social justice ought to encourage "a basic discourse on business as usual inside the school and network" (p. 759).

As indicated by Rawl’s (2001) and DeMatthews (2015, p. 145), the act of social justice initiative grouped into five classifications:

- (1) Resources arrangement for school as indicated by under societies, strategies and network desires;
- (2) Classifying domineering and unfair practices;
- (3) Rules and regulations for all;
- (4) Start fair methods to draw in minimized networks and social orders; and
- (5) Start rehearses with socially appropriable and fair.

Figure 1. Areas which covered in social justice



2.3 Social Justice & Education

The word social justice & education refer to the equal allocation of education services, including facilities, learning environment financing, human rights, and opportunities for learners (Benson & Martin, 2017). It is very important that preparing what an institute is to ensure equal allocation of capital recognizes its configuration as interdependent elements with an institutional structure that affects every individual member's prospects can deliberately reform it by a state agency such as the government (Brighouse, 2000). Education leaders should utilize the underpinning ideas of social justice to enact a more just education in the institutes.

Thus, social justice ideals ought to guide schools in order to guarantee fair distribution of educational resources, respect human rights, and provide every student with an equal opportunity (Rawls, 2001). Two factors must be considered in the social justice concept in education:

- (1) Connectivity and training opportunities.
- (2) Visibility and involvement in numerous student organizations.

Cochran-Smith (2010) constructs a model of social justice education for teachers across this larger body of study. Cochran-Smith (2010) proposes two main ideas that draw on all sides of social justice in society, but still acknowledge that there are inherent tensions in this widely debated region.

- **Fair learning results:** Where equal opportunities are open to all but are followed by the emphasis on difficult habits, which act as obstacles to learning especially of minorities or vulnerable groups
- **Reverence for social groups:** The emphasis on drawing from different cultural values, not just on acceptance of discrepancies as regards knowledge and 'way of knowledge.

2.4 Social Justice Leadership in Education: Voices for Change

As per the perspectives of Azhar (2006), school improvement & change can't be accomplished directly through the execution of new methodologies, authoritative structures, better school atmosphere, yet these are initiative practices to bring the necessary changes characterized by the administration. Leaders should, in like manner, consider various ramifications related to the achievement of objectives. Social justice administration ought to be uncovered in instructive dreams, values, and practices for the improvement of the school's future. Moreover, it is recognized by Nieuwenhuis (2011) that social justice in training ought to be dealt with not as a theoretical idea, yet as a lifestyle that administers all parts of student morality.

Reputable leadership focused on praxis that shifts energy by exposing injustices and disparities is known as social justice leadership. It is the instrument used to transform regular schools into democratic learning environments.

Supplementing this conception, Power and Taylor (2013) express that social justice learned by students at schools, implies it does not just emerge from poverty, yet also from misrecognition. Misrecognition incorporates different parts of social shamefulness, for instance, social mastery, being viewed as undetectable, and being routinely condemned or disparaged. Misrecognition in instruction exists, for example, in an educational plan which advances predominant qualities along with these lines mistreating the estimations of socially minimized gatherings. It exists in the social and phonetic minimization of students as reflected in the detachment of students from their companions during school hours and the overrepresentation of certain student groupings during a custom curriculum occasion. As it was, students' view of social justice relies upon how a school's scholastic educational plan/program incorporates network culture and financial status (Memon, 2007).

3. Research Methodology and Method

This study is exploratory in nature. Consequently, the qualitative methodology was employed for this investigation. Using various data gathering sources and keeping the context in mind,

the qualitative technique describes or investigates a specific social phenomenon (Baxter & Jack, 2008; Creswell, 2003).

The phenomenology method is used in this study. The qualitative research methodology that explore the lived experience of particular group

3.1 Population and Sampling of the Study

This study's population consists of all public secondary school heads of Sindh, Pakistani. Five public secondary schools were chosen from the six divisions that made up Sindh Province (n=30). In this study, purposive sampling technique was used. In order to explore the thoughts, one institution head from each school was selected for cross-sectional survey.

Table 1. Government Secondary Schools (males & females) in Sindh, Pakistan

S.No:	Category	Total Secondary Schools
1	Govt. Secondary Schools	1777
2	Heads of the institutes	1777

Source: 2019 report of School Education and Literacy Department Government of Sindh. According to Table 1, Sindh, Pakistan, have 1,737 public secondary schools for both males and females. For this research study, thirty schools and thirty heads were chosen from among them.

3.2 Research Instrument

The research tool used in this study is the interview technique. Data was gathered using a semi-structured, in-depth, one-on-one interview

3.3 Data Collection and Data Analysis Method

In-depth semi-structured interviews with the heads of public secondary schools in Sindh, Pakistan, were conducted one-on-one in order to gather data.

Data transcription details were the first phase in the data analysis process, which was then followed & used Creswell's (2009) six steps for thematic analysis. The gathered raw data is used to create themes, sub-themes, and codes. This is referred to as a data analysis splitting technique. By using this approach, the researcher can methodically divide the work and conclude at every stage.

4. Results

4.1 Theme One: Issues and challenges faced by educational leaders during leadership practices for social justice

4.1.1 Issues and Challenges

Practices of social justice is not possible in educational institutes when issues are present and challenges were faced by the heads on institutes. In this regard, all heads declared, from three years' government did not provide funds to the schools. Appreciation is the right of teachers and staff for motivation when they work well.

According to heads, in schools there is a lack of furniture, no concept of a science lab for practical work, shortages of books for learning, different religious and languages students are creating problems for academic planning and parents not cooperating properly.

Furthermore, heads highlighted schools' boundary walls are spoiled, mostly doors and windows are broken, washroom are damaged, pure drinking water is not up to mark and due to spoiled boundary walls students of other schools coming in school and disturbing our students. Lack of sweepers to school for cleanness, pure water drinking system is not up to mark.

Moreover, some heads said, students are overcrowded in the classes, technical and lower staff is shorter, no science laboratories/science hall for practical work, if science laboratories/science hall is available, then apparatus/material are not up to mark, no library, if library is available, there is shortages of books for reading work. There are shortages of sweepers, security guards, and an unavailability of places of worship for students coming from various religious backgrounds. After the submission of the board exam form, the majority of students were not coming to school and were not taking classes.

According to some heads, I have union pressure, and due to union pressure I am not working properly, and should not fulfill rights and responsibilities, and should not implement proper social justice in the school. Schools are located in commercial areas where noises are very disturbing. For that reason, teachers should not teach and students should not learn properly.

5. Conclusion

Heads of institute facing issues and challenges on daily basis. According to them, issues and challenges in schools are; lack of furniture, shortage of science lab, shortages of books for learning, different religious and languages students are creating problems for academic planning and parents not cooperating properly, no appreciation certificate provided to staff for the motivation, shortages of security guards, drinking water not up to the mark, pressure of teachers' union shortage of technical and lower staff. In most of schools, the washrooms are not available, even if they are available, because of their unhygienic condition, lack of sanitation and cleanliness due to shortage of sweepers they are not suitable for use. In schools, buildings are damaged, boundary walls are brooked, furnitures are rotten, long hours of power-breakdowns, supply of drinking water is not up to mark, due to spoiled boundary walls, students of other school were used to trespass and create disturbance for the students are the common issues and challenges.

Furthermore, the main issues and challenges in schools are; shortages or unavailability of funds and resources, poor government support, because government not given funds to the schools for last few years. Due to shortage of funds, and resources heads are unable to practices proper concept of social justice in schools at large scale.

6. Recommendations

Following are the recommendations for the head of the institute based on the results of the study.

- Students should have access to basic facilities that are free from bias and based on equality and equity.
- Civil society should play an active role in the decision-making process through SMC for the betterment of quality education in the school.

- To ensure a healthier school setting, a head of institute should hold daily meetings with teachers, which is desirable to move along at a more fluent pace. The Institute Head shall also plan daily class visits.
- By visiting classrooms and routinely reviewing instructors' schedules, the institute's head should keep an eye on the method of teaching and learning in relation to social justice

6.1 Recommendations for Future Research

This study recommended the following suggestions for further research:

- Since this study only looked at secondary schools, it is suggested that future research be done on higher education institutions.
- The population of this study is restricted to Sindh secondary schools. Similar studies should be carried out in other Pakistani provinces, and the results should be contrasted and compared.
- Although this study was carried out in government schools, private schools may be the subject of similar research in the future.

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