



Role of School Self-Evaluation in Accomplishing Vision and Mission toward Quality of Education at Secondary School Level: An Analysis

Humaira Wasir¹, Jam Muhammad Zafar², Naeem Ullah³

¹ Ph.D. Scholar, Department of Education, Khawaja Fareed University of Engineering and Information Technology, (KFUEIT), Rahim Yar Khan, Punjab, Pakistan. Email: Humairawasir@gmail.com

² Assistant Professor, Department of Education, Khawaja Fareed University of Engineering and Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan. Email: dr.zafar@kfueit.edu.pk

³ Assistant Professor, Department of Education, Khawaja Fareed University of Engineering and Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan. Email: dr.naeemullah@kfueit.edu.pk

ARTICLE INFO

Article History:

Received: May 06, 2024
Revised: June 27, 2024
Accepted: June 28, 2024
Available Online: June 30, 2024

Keywords:

School Self-Evaluation
Quality Of Education
Secondary Education
Secondary School Teachers
Framework

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

The study titled as, "Role of School Self-Evaluation in Accomplishing Vision and Mission toward Quality of Education at Secondary School Level: An Analysis". The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual.) method was used. The explanatory sequential approach was adopted. Population of study comprised of head teachers, class in-charges and secondary school teachers with same ratio of gender, locality and sector in district Rahim Yar Khan. The cluster random sampling technique was adopted. Sample of study consisted; 52 head teachers, 52 class in-charges, 156 secondary school teachers and 520 secondary school students studying in Tehsil Liaquatpur. The collected data was analyzed through SPSS-23. Findings showed that 49% head teacher supported for school development toward quality of education, 54% head teachers ensured to follow the academic calendar and 58% head teachers investigated teaching learning strategies on priority basis. It was concluded that majority of head teachers supported in school self-evaluation, followed academic calendar, and investigated teaching learning strategies on priority basis. It was recommended that head teachers may be technically trained through professional development.

© 2024 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

Corresponding Author's Email: Email: humairawasir@gmail.com

1. Introduction

The School Self-Evaluation (SSE) is important and crucial process in which educational formations allows critically observing their process, locating areas for development and setting strategies to increase student result. This crucial technique use to improve the school environment in school where answerability and constant growth are prized and it is in line with greater educational goals and principle that assurance high educational quality and standards in every student (B. Rasheed, Zafar, & Shaheen, 2024; Zafar & Akhtar, 2023). SSE needs a full and accommodating investigation of many wings of school processes, for example public participation, management, student funding services, and teaching and learning (Harris & Lambert, 2003; Maitlo, Ahmad, Ali, & Soomro, 2023; Shafqat, Zafar, & Bhadroo, 2024). The process of reflecting on one's own practice and identifying opportunities for development to promote growth in the areas of professional and student learning is known as school self-evaluation (Kalhor, Bango, Maitlo, & Soomro, 2023). School can scientifically reproduce on their approaches, classify parts for development, and accept policies for improving student effects by using the essential method well-known as School Self-Evaluation (SSE) (Arshad, Shahzada, Zafar, & Rasheed, 2024; Bhutto, Zafar, & -, 2023). Rising values and ensuring education standards for all children are the key objects of this course. It is important to increase the accountability and constant improvement in institutes (Leithwood, Harris, & Hopkins, 2008; Shabbir, Zafar, Rafiq, & Bhuttah, 2020). Together, teacher and students, management, student funding facilities, and public participation are rare part that inspect detailed and collaboratively

as part of See. The involvement for development of data-driven approach for school improvement highlights the status of SSE. School create modified resolutions by systematically collecting and valuing data on vital variables such as teaching value, pupil presentation, and other related metrics (Ullah, Zafar, Sarwat, & Bhuttah, 2020; Yousaf, Shahid, Zafar, & Ullah, 2021; Zaidi, Ullah, & Zafar, 2023). The School Self-Evaluation is critical method because it assists educational formations to analytically observe their processes, identify areas for development, and make plans to improve students' outcomes (Zafar & Akhtar, 2023; Zafar, Asif, Akram, & Aslam, 2021).

2. Literature Review

The literature review preforms a crucial part in each research by summarizing and evaluating the texts from the previous works linked to the theme of the present research work; moreover, providing framework about thinking the probable result of innovating research (A Ahmad, Cheema, & Farhat, 2023; Cheema, Maitlo, Ahmad, & Jalbani, 2023). Therefore, researcher presented it in this research work to get understanding about present research from previous works.

Emerging atmosphere in school is very important process in which responsibility and continual development are appreciated, and with greater instructive purpose and rules that pledge great values and a quality education for all pupils. SSE involves a full and accommodating investigation of many surfaces of school processes, such as public participation, management, student support services, and teaching and learning. According to Edition (2013) the SSE emphasized the importance of school reform. Schools may create up-to-date assessments that are modified by systematically collecting and assessing data on pupil achievement, teacher efficiency, and other essential issues (Jalbani, Ahmad, & Maitlo, 2023; Naz, Zafar, Khurram, & Kamran, 2023). Systematically reflect their methods to identify development areas and implement plans to overcome student deficiency by using the important procedure such as School Self-Evaluation (SSE). Hovering values and assuring excellent education for all student are the important objectives of this procedure, it is crucial element for the development of environment accountability and constant development in schools (Jeevan, Maitlo, & Jalbani, 2023). Both, instructors and learners, management, student maintenance services, and public participation are just a few of the parts that are observed in-depth and collaboratively as part of SSE. American Institutes for Research (2014) its influence to the development of a data-driven plan for school development highlights the importance of SSE. Schools are capable to sort modified choices by systematically collecting and assessing data on vital variables know as coaching efficiency, learner presentation, and other connected metrics. A set of standards or values that the institute's presentation is assessed against SSE framework. These principles offer a particular point of situation for measuring changed aspects of school processes and donate to the objectivity and constancy of the assessment process (Anjum, 2022; Zafar & Akhtar, 2023).

Active SSE frameworks must speak significant parts like learner accomplishment, education excellence, management efficiency, and school atmosphere, according to the UK's Department for Education (Department for Education, 2016). Schools must classify specific parts for improvement and set realistic, attainable objectives by benchmarking against these values. The possible of SSE to expand education and knowledge is one of its core benefits. Superior learner products can be attained by instructors who improve their instructional practices through reflective practice and ongoing professional development. Schools frequently self-evaluate report notable gains in student accomplishment, according to the National Centre for Education Evaluation and Regional Assistance (NCEE) (Akram, Zafar, Aziz, & Asghar, 2022; H. R. Rasheed, Zafar, & Munawar, 2024). This is particularly exact while the assessment outcomes are everyday to attendant exact professional development initiatives (National Center for Education Evaluation and Regional Assistance, 2017). Additionally, SSE endorses a culture of collaboration and mutual learning between instructors by supporting in the documentation and distribution of good teaching approaches. SSE not only increase the teaching and learning process but also strengthens school management. SSE not only enhances teaching and learning but also strengthens school management (Mumtaz, Zafar, & Andleeb, 2024; B. Rasheed, Zafar, & Shaheen, 2024). Pouring the assessment procedure, creating the way for school development, and seeing to it that the evaluation results are revolved into practical tactics are all serious tasks of effective school leaders. Strong management is important to the achievement of SSE, according to the Wallace Foundation (Edition, 2013). Leaders are responsible of development environment that is boosting of continuing reflection and development. The effect of SSE can be significantly improved by leadership abilities. Furthermore, SSE supports generate a helpful

school atmosphere and environment (Hina, Zafar, & Naeemullah, 2023; Munawar, Zafar, Rasheed, & Munawar, 2024). SSE create the improvement of a more encouraging and boosting learning atmosphere by aiming out areas in which the school may improve the social and emotional needs of student.

Furthermore, SSE supports generate a helpful school atmosphere and environment. SSE create the improvement of a more encouraging and boosting learning atmosphere by aiming out areas in which the school may improve the social and emotional needs of student (Lone, Shakir, & Zafar, 2011; Shahabuddin & Zafar, 2024; Shakir, Lone, & Zafar, 2012). According the studies conducted by the American Institutes for Research (AIR), academic achievement and student engagement are more common in schools that have a healthy school climate that is defined by strong relationships, respect, and safety (American Institutes for Research, 2014). SSE deals a way to assess and improve school environment on a systematic basis, creating that every student feels supported and valued (Atta, Zafar, & Hussain, 2024; Mohiman, Ullah, & Zafar, 2024). Even with all of its benefits, SSE can be difficult to achieve difficulty. Increasing the standard and quality of evaluation data, cheering real shareholder collaboration, and adapting assessment outcomes into actionable commendations are typical obstacles. SSE approaches the school to overcome the different issues. According to the Education Development Trust (2018), include using a range of data bases, remaining a clear attention on learner outcomes, and present constant training and support to school staff. The term "quality education" mentions to a wide idea that contains curricular content, instructional policies, education atmospheres, and pupil outcomes. Providing excellent education is important to people's individual and social development.

2.1. Research Objectives

Following were the objectives of the study:

- To analyze the role of school self-evaluation in achieving vision and mission toward quality of education at secondary school level
- To comper the role of school self-evaluation across gender in achieving vision and mission toward quality of education at secondary school level
- To comper the role of school self-evaluation across locality in achieving vision and mission toward quality of education at secondary school level
- To comper the role of school self-evaluation across sector in achieving vision and mission toward quality of education at secondary school level

2.2. Research Questions

Research questions of the study were;

1. What is the role of school self-evaluation in achieving vision and mission toward quality of education at secondary school level?
2. Is there significance difference between the role of school self-evaluation across gender in achieving vision and mission toward quality of education at secondary school level?
3. Is there significance between the role of school self-evaluation across locality in achieving vision and mission toward quality of education at secondary school level?
4. Is there significance role of school self-evaluation across sector in achieving vision and mission toward quality of education at secondary school level?

3. Research Methodology

Research methodology preforms significant part in every research; therefore its role is very important in every research moreover, no research can be conducted without ignoring materials and methods (A Ahmad, Cheema, & Farhat, 2023; Younus, Farhat, & Ahmad, 2023). The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual) method was used for the proposed study. The explanatory sequential approach was adopted. "The research population also known as the target population refers to the entire group or set of individuals, objects or events from which a sample is drawn. While a sample is smaller set of data selected from entire population" (Azhar Ahmad, Farhat, & Abbas, 2024). Population of the study was comprised; the head teachers of secondary schools, the class in-charge of secondary classes, the secondary school teachers in District Rahim Yar Khan. The cluster random sampling technique was adopted. Population of the study was divided into four clusters based on

four Tehsils. The researcher was collect desired data from only one cluster based on Tehsil Liaquatpur research sample was contained; Fifty-two (52) Head teachers of secondary schools serving in tehsil Liaquat Pur, Fifty-two (52) Class In-charge serving in Tehsil Liaquat Pur, One hundred fifty six (208) Secondary School Teachers serving in Tehsil Liaquat Pur. The aim of collecting data was to get quality evidence from the research contributors to solve stated problem (Amin, Farhat, Maitlo, & Soomro, 2023; Rao, Jeevan, & Ahmad, 2023; Sadaf, Rasheed, & Ahmad, 2024).

Table 1: Sampling Chart

Cluster	Respondents	Urban		Rural		Total
		Public	Private	Public	Private	
		Male	Female	Male	Female	
Tehsil Liaquatpur	Head teachers	13	13	13	13	52
	Class in-charge	13	13	13	13	52
	Teachers	52	52	52	52	208
Total		78	78	78	78	312

The study was quantitative as well as qualitative in nature following research tool was develop for the study; the questionnaire, Interview protocol. Consistency and cogency of the used instruments was ensured; and questionnaires and interview were confirmed through Expert’s view. The consistency of questionnaire was calculated through Coronbach Alpha; and the collected data was analyzed through SPSS-24 using Frequency, mean, percentage and standard deviation. The demographic change was examined via data analysis. The obtained data was analyzed using the Statistical Package for Social Sciences (SPSS) version 23 software.

Table 2: Factor: Vision and Mission

RSP	Stat.	Responses					Total	SD	Mean
		SDA	DA	UD	A	SA			
Item.1	F	81	42	39	77	75	314	1.560	3.06
	%	27%	13%	11%	24%	25%	100%		
Item.2	F	35	71	45	54	107	312	2.76	3.430
	%	11%	23%	14%	17%	35%	100%		
Item.3	F	42	60	54	77	78	311	1.502	3.336
	%	12%	20%	17%	24%	27%	100%		
	F	48	43	40	91	91	313		
Item.4	%	16%	13%	12%	30%	29%	100%		
Item.5	F	37	45	67	90	65	302	1.437	3.41
	%	11%	17%	21%	31%	20%	100%		
Total	F	243	261	245	389	416	1554	1.739	3.329
	%	16%	17%	15%	25%	27%	100%		

Table 2: Factor presents the opinions of head teachers, class in-charges and secondary school teachers about vision and mission. According to data analysis 27% of head teachers, class in-charges and secondary school teachers strongly agreed about the vision and mission, while 25% were agreed, 17% disagreed and 16% were strongly disagreed whereas 15% were undecided, with the given statement. Overall, majority 52% (27%+25%) agreed that the head teachers, secondary school teachers and students about vision and mission. Mean 3.329 and SD 1.7392 supported.

Table 3: Gender-based Analysis: Indicator: Vision and Mission

Item	Gender	Figures					sig
		N	mean	Sd	T value	DF	
VM.1	Males	77	3.0130	1.60175	-.505	153	.548
	Female	77	3.1410	1.55191			
VM.2	Male	77	3.3636	1.52961	-.196	153	.297
	Female	77	3.4103	1.43641			
VM.3	Male	77	3.3766	1.35762	.797	153	.635
	Female	77	3.2051	1.32272			
VM.4	Male	77	3.4156	1.47211	.192	153	.292
	Female	77	3.3718	1.36856			
VM.5	Male	77	3.3117	1.34026	.326	153	

Total	Female	77	3.2436	1.26065	.326	152.164	.447
	Male	77	3.2961	1.46027	.8154	153	.4438
	Female	77	3.27436	1.889381	.8154	152.3274	

In the VM one analysis showed the Mean Value related to males was 3.013 & females are 3.141 it reveals that males perform well than females. SD 1.6017, T-value -.505, DF153 & sig.548 too support this. In the VM two analysis showed the mean-value of males was 3.363 & females was 3.4103 it reveals that females perform well than males. SD 1.5296, T_Value-.196, DF 153 & sig.297 similarly support this. In the VM three analysis showed the Mean-Value males was 3.376 & females was 3.205 it reveals that males perform well than females. SD 1.357, T-Value .192, DF 153 & sig .635 similarly favor this. In the VM four analysis showed the Mean-Value of males are 3.4156 & females was 3.3718 it reveals that males perform well than females. SD 1.472, T-Value .192, DF 153 & sig .292 supports this. In the VM five analysis showed the Mean-value of males was 3.3117 & females was 3.243 it reveals that males perform well than females. SD 1.340, T Value .326, DF153 & sig .447 favored it. In overall, results reveals the Mean-Value of males was 3.296 & females was 3.274 it reveals that male head teachers have clear Vision and Mission than females. The standard deviation 1.889, t-value .815, df 153and sig. 0.443 favored it.

Table 4: Location Analysis: Vision and Mission

Item	Location	F	Figures				
			Mean	Sd	T-vale	Df	sig
VM.1	Urban	77	3.0130	1.61175	-.515	153	.548
	Rural	77	3.1410	1.56191	-.515	152.696	
VM.2	Urban	77	3.3636	1.53961	-.196	153	.287
	Rural	77	3.4203	1.44641	-.196	152.127	
VM.3	Urban	77	3.3866	1.35762	.797	153	.645
	Rural	77	3.2151	1.32272	.796	152.767	
Item.4	Urban	77	3.4156	1.47211	.192	153	.392
	Rural	77	3.3818	1.36856	.192	151.883	
VM.5	Urban	77	3.3217	1.34026	.326	153	
	Rural	77	3.2436	1.26065	.326	152.164	.447
Total	Urban	77	3.2861	1.46027	.8154	153	.4438
	Rural	77	3.27436	1.889381	.8154	152.3274	

VM.1 analysis of data revealed that the M-value of Urban was 3.013 while Rural was 3.140 it reveals that urban perform well than rural. DF 1.611, T-Value 1.561, DF -.515 & sig .548 favored it. VM. two analysis of data revealed the M-value of Urban was 3.363 while Rural was 3.420 it reveals that urban perform well than rural. SD 1.539, T-Value -.196, DF 153 & sig .287 favored it. VM.3 analysis of data revealed the M-Value of Urban was 3.386 while Rural was 3.215 it reveals that urban perform well than rural. SD 1.3576, T-Value .797, DF 153 & sig .392 favored it. VM. four of data revealed the M-Value of Urban was 3.4156 while Rural was 3.381 it reveals that urban perform well than rural. SD 1.368, t-value .192, DF 153 and sig .392 favored it. VM.5 data revealed the M-Value Urban was 3.321 while Rural was 1.340 it reveals that urban perform well than rural. SD 1.340, t-value .326, DF153 & sig .447 favored this. Overall, data revealed the M-value of Urban was 3.296 while Rural was 3.274 it reveals that urban head teachers have clear Vision and Mission than rural. SD 1.889, T-Value .815, DF 153 and sig. 0.443 favored it.

Table 5: Sector-based analysis: Indicator: Vision and Mission

Items	Sector	N	Statistics				
			Mean	SD	T-vale	df	Sig.
VM.1	Public	77	3.130	1.675	-.505	153	.548
	Private	77	3.410	1.591	-.505	152.696	
VM.2	Public	77	3.636	1.561	-.196	153	.297
	Private	77	3.103	1.441	-.196	152.127	
VM.3	Public	77	3.766	1.362	.797	153	.635
	Private	77	3.051	1.372	.796	152.767	
Item.4	Public	77	3.156	1.411	.192	153	.292
	Private	77	3.718	1.356	.192	151.883	
VM.5	Public	77	3.117	1.326	.326	153	
	Private	77	3.436	1.265	.326	152.164	.447

Total	Public	77	3.961	1.427	.8154	153	.4438
	Private	77	3.7436	1.8381	.8154	152.3274	

Data analyzed of VM.1 revealed M-Value of public was 3.130 & private was 3.410 which reveals the private perform well than public. SD 1.675, T-Value-.505, df 153 & sig .548 favored this. Data analyzed of VM.2 revealed M-Value of public was 3.63 & private was 3.103 which reveal that public performs well than private. SD 1.561, T-Value -.196, DF 153 & sig .297 favored it. Data analyzed of VM.3 revealed M-Value of public was 3.766 & private was 3.051 which reveals the public perform well than private. SD 1.372, T-Value .797, DF 153 & sig .637 favored it. Data analyzed of VM four reveals the M-Value of public was 3.156 & private was 3.717 which reveals the private perform well than private. SD 1.411, T-Value .192, DF153 & sig .292 is in its support.. Data analyzed of VM.5 reveals the M-Value of public was 3.117 & private is 3.436 which reveals the private perform well than public. SD, 1.326, T-Value1.326, DF.326 & sig .447 favored it. Overall, analysis of statistics reveals the M-Value of public was 3.296 & private was 3.274 which reveal that the public head teachers have clear Vision and Mission than private. The standard deviation1.889, t value .815, df 153and Sig.. 0.443 also supported.

3.1. Open-Ended Data

Figure 1: What is the Vision and Mission of School Self-Evaluation Framework for Quality of Education?

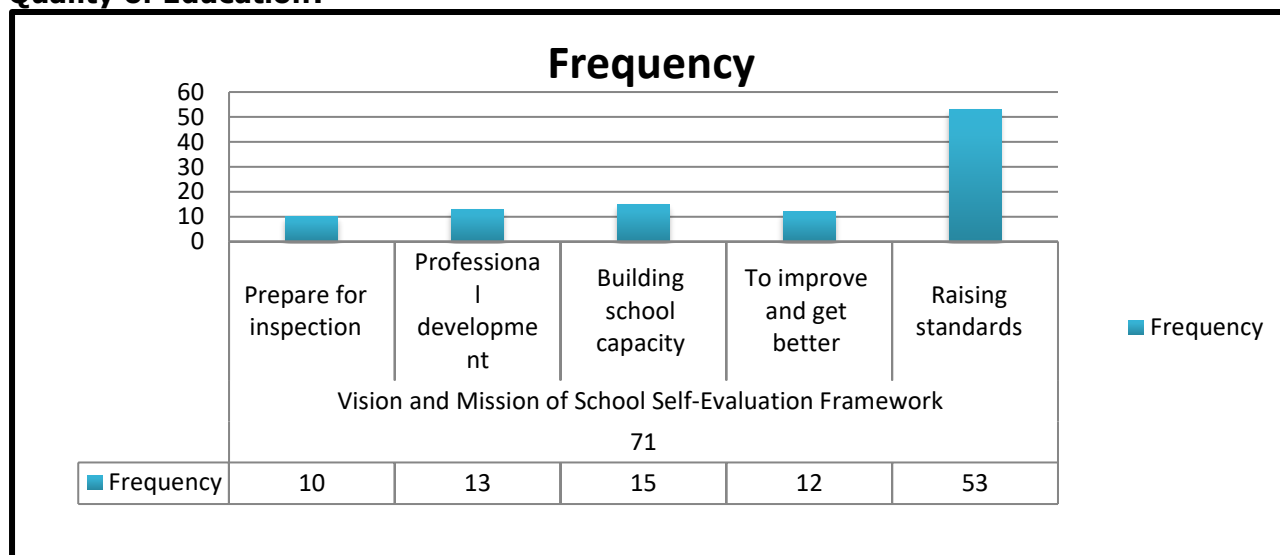


Figure 1 presents that the Vision and Mission of School Self-Evaluation Framework for Quality of Education. Data analysis showed that majority of head teachers, class in-charges and secondary school teachers opined that the Vision and Mission of School Self-Evaluation Framework for Quality of Education is raising standards, most of the respondents viewed that the building school capacity to respond to manage change, almost half of the respondents responded that the vision and mission related to professional development, some of the respondents were of the opinion that vision and mission improves and get better change and few of the respondents were of the view that Vision and Mission prepares for inspection

4. Findings

Factor was about vision and mission.27% of head teachers, class in-charges and secondary school teachers strongly agreed about the vision and mission, while 25% were agreed, 17% disagreed and 16% were strongly disagreed whereas 15% were undecided, with the given statement. Overall, majority 52% (27%+25%) agreed that the head teachers, secondary school teachers and students about vision and mission. Mean 3.329 and SD 1.7392 supported. The gender-based collective data reveals the M-Value of males was 3.296 and females was 3.274 it reveals that male head tutors have clear Vision and Mission than females. SD 1.889, T-Value .815, DF 153and sig 0.443 favored it. The locality-based collective data reveals the M-Value was Urban was 3.296 & Rural was 3.274 which reveals that urban head teachers have clear Vision and Mission than rural. SD 1.889, T-Value .815, df 153and sig. 0.443 favored it. The sector-based collective data mirrors that mean value of public is 3.296 and private is 3.274 it reveals that public head teachers have clear Vision and Mission than private. SD 1.889, T-Value .815, DF 153 and sig. 0.443 favored this.

5. Discussion

Factor of the study was vision and mission of the institution for self-evaluation. The study affirmed that the respondents opined that head teachers don't provide required support to school for development of school-self-evaluation for quality education. It was showed that the respondents viewed that head teachers have a clear policy framework from the authorities for quality education. The study expressed that the respondents opined that head teacher checks the administration role towards policy implementation. The study affirmed that the respondents opined that head teacher monitor the academic activities frequently. It was showed that the respondents viewed that head teacher submit the progress report to higher authorities. Naz et al. (2023) describe that achieving the institution's vision, mission, and goals, effective leadership through value-setting and a collaborative decision-making process is essential for developing the organizational culture. The institution's attempts to realize its vision are reflected in the official and informal arrangements to coordinate academic and administrative planning and implementation.

6. Conclusion

First factor of the study was related to Vision and Mission. The study affirmed that majority of the head teachers, class in charges and secondary school teachers agreed about vision and mission. Second factor of the study was related to Learning Tasks. The study described that majority of the respondents agreed that the head teachers, secondary school teachers and students about Learning Tasks. The study concluded that male head teachers have clear Vision and Mission than females; female head teachers obtained the Learning Tasks than males. The study concluded that urban head teachers have clear Vision and Mission than rural, rural head teachers obtained the Learning Tasks than urban.

6.1. Recommendations

- The vision and mission of the institution should be clear, achievable and futuristic for ensuring the quality of education through self-evaluation. The policy frame-work, role of administration, academic activities and relation with higher authorities may be strengthen to ensure excellence in the institution.

References

- Ahmad, A., Cheema, M., & Farhat, P. (2023). Exploring Challenges and Barriers Faced by Pakistani Scholars and Researchers in Publishing Their Work. *International Journal of Contemporary Issues in Social Sciences (IJCIS)*, 2(4), 81-90.
- Ahmad, A., Farhat, P. A., & Abbas, T. (2024). Critical Discourse Analysis of Bulleh Shah's Poetry. *Remittances Review*, 9(3), 299-312.
- Akram, M., Zafar, J. M., Aziz, S., & Asghar, M. (2022). Elementary School Students' Conceptual Difficulties in the Subject of General Science: A Descriptive Study. *Pakistan Journal of Humanities and Social Sciences*, 10(1), 43-49. doi:10.52131/pjhss.2022.1001.0172
- American Institutes for Research, A. (2014). School Climate and Student Outcomes: Research Findings. *Washington, DC: AIR*.
- Amin, S., Farhat, P. A., Maitlo, S. K., & Soomro, A. R. (2023). Transformation of Creative Process Through Self-Translation: A Comparative Analysis of Abdullah Hussain's Novels. *Pakistan Journal of Humanities and Social Sciences*, 11(3). doi:10.52131/pjhss.2023.1103.0628
- Anjum, Z. I. (2022). A Study on Decision Making of Head Teachers at School Level. *Journal of Development and Social Sciences*, 3(III). doi:10.47205/jdss.2022(3-III)77
- Arshad, Z., Shahzada, G., Zafar, J. M., & Rasheed, B. (2024). Relationship between Emotional Intelligence and Leadership Abilities of Head Teachers of Girls Secondary Schools in District Rahim Yar Khan. *Qlantic Journal of Social Sciences and Humanities*, 5(3), 97-111. doi:10.55737/qjssh.530114512
- Atta, S. H., Zafar, J. M., & Hussain, S. (2024). Role of Teachers' Behaviour as a Facilitator in Students' Motivation at Secondary School Level: An Analysis. *Remittances Review*, 9(3), 425-441.
- Bhutto, Q. Z., Zafar, J. M., & -, N. (2023). Need of Guidance and Counselling Framework for Improvement of Students' Learning Outcomes. *Global Social Sciences Review*, VIII(II), 455-462. doi:10.31703/gssr.2023(VIII-II).42

- Cheema, M., Maitlo, S., Ahmad, A., & Jalbani, A. (2023). Analyzing the Portrayal of The Characters in Cathrine Mansfield's Literary Novel Bliss by Using Critical Discourse Analysis. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 225-231.
- Department for Education, D. (2016). Standards for Schools: Evaluation and Improvement. London: Department for Education.
- Edition, E. (2013). The school principal as leader: Guiding schools to better teaching and learning. *Wallace Foundation*.
- Education Development Trust, E. (2018). Implementing Effective School Self-Evaluation: Lessons from Practice. Reading: Education Development Trust.
- Harris, A., & Lambert, L. (2003). *EBOOK: Building leadership capacity for school improvement*: McGraw-Hill Education (UK).
- Hina, S., Zafar, J. M., & Naeemullah. (2023). Effect of Parent's Social Background and Income Level on Decision-Making for School Selection of Their Children. *Qlantic Journal of Social Sciences and Humanities*, 4(3), 99-107. doi:10.55737/qjssh.872899622
- Jalbani, A. N., Ahmad, A., & Maitlo, S. K. (2023). A Comparative Study to Evaluate ESL Learners' Proficiency and Attitudes towards English Language. *Global Language Review*, VIII(II), 446-455. doi:10.31703/glr.2023(VIII-II).36
- Jeevan, S., Maitlo, S. K., & Jalbani, A. N. (2023). Effectiveness of Employing the English Language as a Medium of Instruction in ESL Learning in the Pakistani Educational System. *Global Educational Studies Review*, VIII(II), 496-505. doi:10.31703/gesr.2023(VIII-II).45
- Kalhor, I., Bango, Z., Maitlo, S., & Soomro, A. (2023). The Dynamic Interplay of Linguistic Diversity and Influence on the Speaking Skills of ESL Learners in the Classroom. *International Journal of Contemporary Issues in Social Sciences. ISSN (E) 2959-2461(P) 2959-3808*, 2(4), 1237-1248.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27-42. doi:10.1080/13632430701800060
- Lone, A. H., Shakir, M., & Zafar, J. M. (2011). An Analysis of University Teachers' Understanding about their Profession and Expectations for Their Professional Development in Pakistan. *International Journal of Learning and Development*, 1(1), 72. doi:10.5296/ijld.v1i1.1100
- Maitlo, S. K., Ahmad, A., Ali, S., & Soomro, A. R. (2023). Exploring Errors and Mistakes in the Structure of Grammar at University Level in Khairpur Mir's Sindh. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 1-8.
- Mohiman, A. U., Ullah, N., & Zafar, J. M. (2024). Identification of Information and Communication Technologies' (ICTs) Needs regarding Professional Development and Modern Teaching Methods for Madarassa Teachers. *Pakistan Journal of Humanities and Social Sciences*, 12(2). doi:10.52131/pjhss.2024.v12i2.2310
- Mumtaz, A., Zafar, J. M., & Andleeb, S. (2024). Identifying the Teachers Professional Challenges about utilizing Technology, Conferences, Seminars and Workshops at Secondary Level. *Journal of Development and Social Sciences*, 5(1), 115-126. doi:[https://doi.org/10.47205/jdss.2024\(5-1\)11](https://doi.org/10.47205/jdss.2024(5-1)11)
- Munawar, N., Zafar, J. M., Rasheed, H. R., & Munawar, A. (2024). Effect Of Feedback On Students' Learning At Primary Level: An Analysis. *Educational Administration: Theory and Practice*, 30(8), 480-485.
- National Center for Education Evaluation and Regional Assistance, N. (2017). Effective School Practices: A Research Overview. Washington, DC: NCEE.
- Naz, L. H., Zafar, J. M., Khurram, A. F. A., & Kamran, M. (2023). ANALYSIS OF EXTERNAL MONITORING AND EVALUATION SYSTEM TO PROPOSE A RATIONALIZED MODEL (INSTRUMENT) FOR THE SCHOOL EDUCATION DEPARTMENT IN PUNJAB-EXPLORATORY FACTOR ANALYSIS (EFA) OF THE INSTRUMENT. *Pakistan Journal of Society, Education and Language (PJSEL)*, 9(2), 297-303. doi:<https://doi.org/10.53555/kuey.v30i8.7421>
- Rao, I. S., Jeevan, S., & Ahmad, A. (2023). Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore. *Global Language Review*, VIII(I), 315-324. doi:10.31703/glr.2023(VIII-I).29
- Rasheed, B., Zafar, J. M., & Shaheen, R. (2024). Measuring the Cognitive Learning of Graduate Students about Zero Conditional Sentences in English at KFUEIT: The Descriptive and Explanatory Analysis. *Pakistan Languages and Humanities Review*, 8(2), 52-65. doi:[https://doi.org/10.47205/plhr.2024\(8-II-S\)06](https://doi.org/10.47205/plhr.2024(8-II-S)06)
- Rasheed, H. R., Zafar, J. M., & Munawar, N. (2024). Emerging Trends of Assessment and Evaluation toward Students' Learning in Early Childhood Education: An Analysis. *Remittances Review*, 9(3), 442-456.

- Sadaf, H., Rasheed, B., & Ahmad, A. (2024). Exploring the Role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning. *Journal of Asian Development Studies*, 13(2), 657-670. doi:10.62345/jads.2024.13.2.52
- Shabbir, G., Zafar, J. M., Rafiq, A., & Bhuttah, T. M. (2020). Perception on the association between school-affinity and academic achievement of secondary school students in Punjab, Pakistan. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 13626-13635.
- Shafqat, S., Zafar, J. M., & Bhadroo, M. H. (2024). Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence. *Annals of Human and Social Sciences*, 5(1), 502-509. doi:[https://doi.org/10.35484/ahss.2024\(5-1\)45](https://doi.org/10.35484/ahss.2024(5-1)45)
- Shahabuddin, H., & Zafar, J. M. (2024). Identification of Causes Leading towards Spreading Dropout of Primary School Students in District Sukkur. *Pakistan Journal of Humanities and Social Sciences*, 12(2), 2075-2083. doi:10.52131/pjhss.2024.v12i2.2372
- Shakir, M., Lone, A. H., & Zafar, J. M. (2012). Measuring Literacy Mechanism and Assessment of Literacy Levels in Pakistan. *Procedia - Social and Behavioral Sciences*, 47, 391-395. doi:10.1016/j.sbspro.2012.06.669
- Ullah, N., Zafar, J. M., Sarwat, S., & Bhuttah, T. M. (2020). Preferences about job and business: a challenge for entrepreneurship culture in Pakistan. *International Journal of Management (IJM)*, 11(11), 1622-1629.
- Younus, J., Farhat, P. A., & Ahmad, A. (2023). Analyzing The Factors Involvement in Declining Kalasha Language. *Pakistan Journal of Humanities and Social Sciences*, 11(3). doi:10.52131/pjhss.2023.1103.0633
- Yousaf, S., Shahid, N. A., Zafar, J. M., & Ullah, N. (2021). Severity of Stress; Moderate Association between Empathy, and Psychological Distress Among Teachers. *LINGUISTICA ANTVERPIENSIA*, 7728-7737.
- Zafar, J. M., & Akhtar, M. S. (2023). Emotional Intelligence and Anxiety Handling in Secondary Grade Students by Classroom Managerial Style. *Academy of Education and Social Sciences Review*, 3(1), 22-31. doi:10.48112/aessr.v3i1.399
- Zafar, J. M., Asif, M., Akram, M., & Aslam, M. (2021). Relevancy and Effectiveness of In-Service Training with Professional Needs of University Teachers in Curriculum Development and Instruction. *Pakistan Journal of Humanities and Social Sciences*, 9(3). doi:10.52131/pjhss.2021.0903.0146
- Zaidi, S. F. A., Ullah, N., & Zafar, J. M. (2023). Role of Secondary School Heads Toward Teachers' Pedagogical Competence: A Locality-based Study. *Global Educational Studies Review*, VIII(II), 330-342. doi:10.31703/gesr.2023(VIII-II).30