



RESTRUCTURING EDUCATION LEADERSHIP: CHINA’S ASSISTANCE FOR
SUDAN AND TAKE AWAYS FOR PAKISTAN

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Abstract

Leadership and management are two significant factors associated with each other. Leadership guides and motivates individuals towards a particular way, while management builds a knitted system that facilitates individuals to achieve their goals. The role of educational leadership and management is also very important because it creates a conducive learning environment through smart resource utilization, practicing upon central policy, inspiration, etc. Every nation adopts a certain leadership style and management model to tackle academic issues effectively. Choice of leadership and management models is not a big deal. The main issue is its implementation in the most organized and wise manner. Developed countries often become successful in adopting a particular model usefully, while less developed countries remain unable to obtain a desirable outcome because of many constraints. Modern countries persistently go through the process of research, development, and innovation according to emerging social conditions. China is one of the world's fastest-growing countries in almost every field, including education. In fact, it is a role model for the world, especially for third-world countries. China commits to helping African countries, and Sudan is one of them, facing educational crises since creation and failing to produce sustainable educational system and firm management and leadership patterns at the secondary school level. The purpose of this study is to probe out how much Sudan will restructure his educational and management system on the secondary level and produce visionary educational leaders to lead the nation further.

Key words: First world, Third world, Leadership, Management

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INTRODUCTION

Education is a process of getting and receiving knowledge. It brings change in attitude and shapes human character. It also plays a vital role in socio-economic and cultural growth. (Bush, 2017)

In fact, nations holistically grow with only a high literacy rate, leads to produce quality leadership stuff and sustainable management system.

The world is categorized into three layers: first world, second world, and third world or developed, developing, and less developed countries.

In this research article, the researcher will probe how third-world countries get benefits from first-world countries by imitating their educational leadership style and management models, especially on the secondary level, to overcome their academic shortcomings.

SIGNIFICANCE OF STUDY

Leadership and management is a fuel of the educational system. A learning institution with a well-constructed building but without leadership and poor management will never flourish. The developed nations urge maintaining academic infrastructure and endeavor to produce rational and energetic leadership that could bring positive change in society.

Generally, first-world countries have compatible management practices and produce visionary educational activists or leaders, motivate and guide students towards constructive and appropriate directions; on the other hand, controlled management systems provide equal opportunities to achieve milestones. The pros of their educational management system are inclusivity, alignment, skill development, appropriate training, scientific curriculum development, effective pedagogy, conducive classroom environment, etc., whereas third world countries often struggle to build a sustainable infrastructure and live with a pathetic education environment with less effective leadership and management approaches.

The research is significant because it will provide an approach to how third-world countries restructure themselves by adopting educational models of well-established states according to their own culture and social circumstances at the secondary level.

LEADERSHIP AND EDUCATION

Leadership can play a vital role in the field of education in all corners of the world. Some theories are being discussed in the following lines.

THEORIES OR MODELS

The Leadership and Leadership Theory: Leadership is a skill that unites and aligns people working in various domains, enabling them to achieve shared goals through instructions and aspiration, while leadership theory defines how and why an individual becomes a leader. (Bush, 2017)

Leadership Theories

The following leadership theories are generally very common:

The contingency theory: Leadership takes decisions according to the situation.

Transactional Theory: Leadership achieves goals through rewards and punishment.

Transformational Theory: Leadership achieves goals through inspiration and motivation.

Trait Theory: It focuses on personality traits and their effect on achieving goals.

Great Man Theory: It says leaders are born, not made, meaning leadership has inheriting characteristics.

Behavioral Theory: It suggests leadership comes through action. It is not inherent in nature. (Gurr, 2015)

Leadership Theories in Education: Educational leadership is a process of guiding the talent and activating all stakeholders to achieve their goals. (Hallinger and Heck, 2010) Almost all theories practiced according to the situation. Educational leadership emphasizes motivation and inspiration, but in special cases it utilizes a reward and punishment strategy, while a few leaders inspire through inherent leadership traits.

MANAGEMENT AND EDUCATION; THEORIES AND MODELS

The management system in education keeps the whole process aligned and stable. The management is a mechanical process that facilitates the institution to achieve its educational goal. (Lawrance, 1967) The management system in education ensures quality, the best resource utilization, integration, and timely target achievement through planning, controlling, and supervising. It has various theories and models, discussed below:

Management Models: The management model is a systematic theme that guides the organization to achieve organizational goals (Foyal, 1949). The overview of various models mentioned below:

The McKinsey 7S model: emphasizes that organizations should focus on 7S, such as strategy, structure, system, shared value, style, staff, and skill.

Kohler's change management theory: emphasizes urgency: why an institution wants to change and how it changes his vision, builds a team, and achieves new goals.

Bridge translation model: It deals with management's demand for change and employs emotional attitude reactions due to newly emerging situations

Nudge theory: The theory says the employee himself makes a way to accept the change the new management demands instead of being forcefully compelled to accept it.

ADKAR change management model: The model urges employee training and motivation to adopt a new vision.

MANAGEMENT THEORIES

The following theories are generally considered important in management:

Fredrik Taylor's Scientific Theory: This theory emphasis on scientific working in organizations for better outcomes

Administrative Theory: The theory presented by Fayol focuses on five functions such as forecasting, planning, coordinating, commanding, and controlling.

Bureaucratic Theory: The theory presented by Max Weber, who advocates a hierarchical system and its consolidation to manage institutional affairs.

Human Relation Theory: The theory developed by Elton Mayo. He says that organization should give respect, values, and importance to his employees. More employee satisfaction with the job increases the performance of an institution.

System Management Theory: According to the theory, success is based on synergy, interdependency, and the interrelationship between subsystems.

Theory X and Y: This theory is developed by McGregor. He describes two management styles: one to whom is not willing to work while either is self-motivated. So the manager should behave like an autocrat for the first one, is X and kind and participative for the second one, and is Y.

MOST FAMOUS STYLES OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

There are three most important leadership and management styles of leadership hereby mentioned:

Autocratic Style: In this style of leadership and management, the leader and management remain firm, rigid, micromanaged, and imperative. It is a traditional style.

Democratic style: In this model, management and leadership keep their employees relaxed, participative, and more interactive.

Laissez-faire Style: In this style of management and leadership, employees are free to complete the task in their own way without any intervention.

Almost all three types of leadership and management apply in secondary school education. Some parts of the world prefer micromanagement, but some countries prefer a democratic style and a collaborative or humanistic approach.

METHODOLOGY

This research study is descriptive in nature. The researcher selected one country from the first world and third world, respectively, China and Sudan. Research studies the leadership style and management system of educational institutions that prevail in the secondary level of these countries. The purpose of this comparison is to probe whether Sudan can adopt the educational leadership and management system of China on a secondary level for a better outcome.

Research collected data from reliable sources like journals, articles, case studies, etc. The researcher makes sure his findings are neutral and unbiased.

EDUCATIONAL LEADERSHIP IN CHINA

The spirit of leadership in China depicted from Confucius based on high morality, dignity, and preservation of nationalism. Confucius was a philosopher, spiritual leader, and teacher. His ideas do not follow in Chinese society merely but one can also see a deep impact on the education system as well. Confucius focuses on ethical and moral standards. He was the first man in China to make teaching an art. He gives respect to high moral standards like benevolence, righteousness, discipline, and cultivation of character. Traditional leadership in China focuses on human-centered leadership, it was too structured, disciplined, and bureaucratic.

Now the social situation in China is changing, and country is drifting slowly towards western or modern patterns, adopting a shared leadership style in secondary-level educational institutions due to extra pressure and an authoritarian leadership approach, but the soul is still traditional, urging loyalty, sincerity, stability, and control with the preservation of human rights.

Now China is taking the trend of globalization very seriously and following a market-centered and business-associated approach in all fields, including the education sector, especially in secondary-level education institutions. So, one man leadership philosophy seems less workable, and participatory leadership with distribution of power and alignment approach is more preferable in China, though still a little Chinese think participatory leadership creates confusion and complexity during task completion, and similarly, they believe about education leadership and advocating centralized leadership.

This drift occurred in China after colonization when the country wished to compete in the market economy with Europe and realized it could be possible with a participatory leadership pattern, as it is a global trend.

China streamlines their education system according to regional, national, and international culture and norms and desire to produce flexible education leadership, with a special focus on school level.

In China, micromanagement leadership seems more preferable on the secondary level that is why educational leadership has to do a lot of jobs, like setting institutional goals, community participation, textbook provision and implementation through

appropriate pedagogy, timely feedback of educational programs, maximum utilization of resources, and creating a welcoming educational atmosphere, etc.

Three leadership styles prevail around China at the secondary level: Authoritarian style prevailed in northwestern China; paternalistic leadership style may observe in southern China, and cooperative leadership pattern IS liked by urban community of China. Leadership style also varies sector to sector in the country.

The government follows a centralized authoritarian leadership pattern, whereas the private sector prefers a participatory leadership style, but remembers micromanagement is an essential part of the state.

EDUCATIONAL MANAGEMENT IN CHINA

China's education starts from ages 6 to 12, consisting of pre-primary to primary, and then students get three years of high school education till ages 15 to 16. After matriculation, higher studies and post graduate study conducts in college and university respectively. China has 147 high-ranked universities. 1.7 million Foreign students are studying in China. The communist government achieved an increase of 20 to 40 percent in the education sector.

From 1966 to 1976, the model was based on economic modernization, the educational sector, and institutional management with special attention to the school level. The socialist party minimized the gap between the working class and higher-ranked officials.

This social equality wave effects on education and social context, included educational management. Training, skill development, technology, and humanism enlisted in educational policies and managerial perspectives on the school level. In the year 1985, preschool was launched to produce refined stuff transfusing to secondary schools for a better upcoming future.

In the year 2003, environmental studies also included in academics, and fundamentals were taught on the secondary level. Almost every Chinese government prefers welfare policies for deprived communities. Moreover, the Chinese government urges competency. It is evident the performance of Chinese students is remarkable in international competition. In the year 1991, a patriotic education campaign launched in China, and patriotic content was included in textbooks from primary and secondary levels.

In 2018, socialist-centered material added. In 2021, the education process made a little more relaxed, and home tasks were reduced for students on school level. Furthermore, morality, ethics, and skill development appeared to be a central motto of China's secondary education.

Thus, the educational management system of the Chinese institution monitored carefully through regular inspections. The macro management system of China is centralizing. The Ministry of Education has power that prepares education plans and policies, decides on curricula, makes teacher and staff recruitment strategies, and distributes funds to provinces, whereas provinces and local governments monitor and manage the whole system.(Wikipedia) This autocratic style of leadership emphasizes discipline, facilitate quick decision-making and provide clear guideline to learner.

People of china still believes that an educational environment where teacher delivers knowledge-based lecture and students note down important points and ask questions at the end is most suitable style for them. Students in China also feel that discussion is less effective process to learn. Despite, Chinese has to cope with the globally

prevalent student-centered or participative learning system in international-based institutions working in China.

EDUCATIONAL LEADERSHIP IN SUDAN

Sudan education, despite weaker conditions, longs to generate strong leadership from the initial level. The schools of Sudan give importance to monitoring and the prefect system and inculcating communication and decision-making skills among young kids, providing a conducive atmosphere to lead other students, and creating a sincere working mindset.

The teacher and principals are also ready to guide and supervise learners for further improvement. In Sudan, there is more focus on training and leadership skill development. The South Sudan education system categorically defines the role of education leadership, such as setting aims and objectives, developing teaching and learning, promoting collaboration, staff development, following educational ethics, in-service training, maintaining parent-teacher relationships, assessment and evaluation, student welfare, etc. A survey conducted in Khartoum exhibits three leadership constraints in the school system: lack of training, resources, and communication.

Another research study conducted in Omdurman about leadership style in secondary school. The outcome showed that the democratic leadership style mostly follows in Omdurman educational institutions.

UNO conducted a countrywide survey in Sudan and recommended a democratic and servant leadership style for sustainability.

EDUCATIONAL MANAGEMENT IN SUDAN

Sudan is the oil-producing, third-largest country in Africa, where 97% of the Muslim population lives.

Rural-urban population distribution is uneven with a 75% and 25% ratio, respectively. Sudan determined three educational goals: Islamization, inclusivity, and accessibility. The federal and provincial governments managed the education or academic system and curriculum from these three perspectives

Pre-primary starts from age 6 to 8 onward and consists of a two-year span; primary schooling begins with 6 years of age till 13 years, consisting of grades 1 to 8, and secondary level spans initiate from the age of 14 to 16 till matriculation. College and university education stretches from 17 to 22 years.

Both government and private schools along with some informal or semi-formal education institutions like nomadic schools, IDP schools, and village schools are working properly in Sudan. Sudan also provides supplementary education like skilled education, Quran education and madrasa education. In some cases, both government and private schools are working in the same building but under different management bodies. The main learning process takes place in government buildings, while private buildings provide assistance to needy students, like preparation of exams for a nominal fee, extra tuition provision, and so on.

The Open University launched B.Ed. and M.Ed. programs for school teaching and management across the country.

CHINA AS A HELPING HAND OF SUDAN

Like other third-world countries, Sudan is facing basic management issues. Political and communal confrontation is making law and order situation complex. This conflict affected 8 million children's education in Sudan. Other severe issues of Sudan's secondary education are lack of resources, shortage of teachers, teacher training, classroom unavailability, lack of water and bathroom facilities, and unsustainability of the education

system. Moreover, gender discrimination in the educational and management systems of Sudan is a big breach in the way of progress and prosperity.

Besides UN, China as a first-world country is providing assistance to Sudan for education uplift and growth. South Sudan launched a teaching hospital with sufficient facilities with cooperation of china and other mega key projects are still in the pipeline to be announced with Chinese cooperation. With technical assistance, a web of vocational and technical skill development training centers are expanding around Sudan.

Under the second China-Sudan assistance agreement of 2021, China will help out Sudan in preparation of plan, teacher training and provision of teaching, etc. for capacity building. Despite intensive issues, Sudan has strong will to cope with the problems under guideline of China by initiating firm problem-solving steps.

MODEL MAY BE BENEFICIAL FOR HOW CHINA'S LEADERSHIP AND MANAGEMENT PAKISTAN

Pakistan also belongs to the third world country and is facing educational management and leadership crises from the primary and secondary levels. As a struggling state. Pakistan can also revamp its educational system by adopting the following strategies:

Alignment and Standardization: China, despite having various educational perspectives, aligned the education system smartly. Pakistan also has different academic shades, but this diversity needed to be aligned under one rule, like China united its educational administration and management system. Our education system has been unsuccessful in setting a common standard. China's educational model could ensure alignment, standardization, centralization, and uniformity by all means.

Professional Approach: Lack of professional approach damages the social and economic system of Pakistan. The country lacks professional institutions, leading to a low workforce. In this way, Pakistan can learn from China how professional institutions recruit staff, provide training, and establish a firm secondary school managerial system.

Inclusivity: Despite cultural diversity and the traditional mindset, China is one of the countries that remained successful in adopting an inclusive approach. Pakistan, a multiethnic and multicultural society, has to adopt an inclusive approach. China will guide us in this concern to integrate the diverse perspectives into one unit.

Technology Integration: China is among the advanced countries, using technology in integrations at its culmination. IT-based educational infrastructure is mature enough to produce competent technologists and TI professionals. Pakistan can utilize China's technological model to establish IT-based education in the country from primary and secondary schools.

CONCLUSION

China is a modern country having strong education system. The education structure consists of pre schooling, primary, secondary and higher education. The country follows centralized pattern and emphasizes on STEM model.

The education system of China is inspiring for third world countries for its inclusivity, accessibility, quality, professionalism and smart vision. Furthermore, it strictly follows compact leadership and management models, utilizing resources in smart way.

China played pivotal role to realign Sudan educational and management system on firm basis in many ways such as provision of loans and scholarships, focusing on professional and management training, economic assistance for developing institutions and capacity building.

Pakistan as a developing country has many reasons to inspire educational and management system of China according to its social context with some minor alteration.

The STEM education of China can assist Pakistan in capacity building, professionalism, innovation and vision in new generation. These characteristics inculcate strong leadership and best managerial skills in upcoming staff.

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