

## Role of School Heads Leadership Competencies for Implementation of School Improvement Plans

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### Abstract

*The School Development Plan (SDP) serves as a structured framework that facilitates self-improvement for school principals, encourages input from stakeholders, and helps in managing the institution/system for seamless operation. It's essential to emphasize that the leadership competencies of school principals play a pivotal role in this context. It is important to note that the SDP does not solely concentrate on academic aspects but encompasses all aspects of the school that contribute to its progress and enhancement. This research study provided a solid foundation for teachers, principals, and educational managers in Pakistan. The expectations associated with the role of school principals in Pakistan are evolving, requiring them to assume multiple responsibilities related to institutional improvement. The aim of this study (i) to study the role and responsibilities of school heads leadership competencies, (ii) to take deep analysis of School Development Plan (SDP) plan, (iii) to see the implantation status of School Development Plan (SDP) school head leadership competencies. The study was descriptive in nature, the population of the study comprises of Heads of Primary School. A simple random sampling method was used for data collection. The data was collected from selected public sector institutes to see the implementation status of SDP. Findings shows that majority was agreed with the role to improve teaching-learning, time, resources generation and collaborative efforts for school improvement.*

**Keywords:** School Heads, School Development Plan, Leadership Competencies, School Improvement Plans

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### 1. Introduction

Enhancing schools involves a tangible focus on both individual schools and the broader educational system. Schools play a crucial role in furnishing students with essential knowledge, fostering positive attitudes, and cultivating skills that are valuable for society. This preparation

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aims to empower students to contribute more effectively to the betterment of society. School Development Planning (SDP) is an extensive document by Federal Directorate of Education (FDE) to enable the school to achieve and maintain the highest possible level of effectiveness to meet the educational needs of its pupils in a culture that is characterized by change, for improvement of infrastructure and management in the respective institutions. The Plan covers various aspects such as:

- Collect, organize and Analyze school data
- Identify core values
- Formulate Vision, Mission statement
- Determine school goals & objectives.
- Development of school Monitoring & Evaluating plan and structure.
- Organizing for implementation

School Development Plan (SDP) a key document, its importance for heads can be seen in a way that provides chance for self-learning, provides chance to stakeholders to share their inputs, to make affairs manageable for smooth running of institution/system, to ensure achievements of targets and to strengthen vision & wisdom/mission. Moreover, SDP plan created to organize a school improvement goals, such as targets for student's test performance. The specific actions or strategies a school will undertake to achieve its goals.

Schools play a vital function in knowledge those pursuits and goals of education, as they're the establishments in which the procedure of formal coaching and getting to know hobby takes vicinity. Therefore, faculties need to perform their function with more advantageous feel of responsibility to achieve those goals and attain the needs anticipated of them through the individuals and society. School is an establishment institution for students, providing a conducive environment for learning under the guidance of a team of educators. It operates as a complex social organization that transforms resources into desired outcomes, such as the development and achievement of students. Consequently, the role of a School Head is pivotal for the effective management of the school.

The School Head carries the responsibility and accountability for nurturing the growth of children and young individuals, enabling them to evolve into accomplished learners, self-assured creative thinkers, and well-informed, engaged citizens. School leadership obligations need to be described through know-how of the practices maximum probably to enhance coaching and gaining knowledge. School leadership duties ought to be defined through know-how of the practices maximum in all likelihood to improve coaching and studying.

## **2. Statement of the problem**

The role and responsibilities of school heads, acting as directors, necessitate appropriate education to address the disparities they encounter in their contemporary roles and duties. School Development Plan (SDP) provides a framework to Head's self-learning, provides chance to stakeholders to share their inputs, to make affairs manageable for smooth running of institution/system, to ensure achievements of targets and to strengthen vision & wisdom/mission. In Pakistan, the expectations associated with this position are evolving, demanding that they take on multiple roles related to institutional enhancement. This shifting role of school heads underscores the need for ongoing research and analysis to understand their various responsibilities and skill sets.

### **2.1.Objectives of the Study**

The objectives of the study will be:

1. To study the role and responsibilities of school heads leadership competencies

2. To take deep analysis of School Development Plan (SDP) plan
3. To see the implantation status of School Development Plan (SDP) school head leadership competencies

### **3. Literature Review**

To see the effectiveness of school the head of the school is a key factor. The nature of school improvement, particularly in connection with the pivotal role of the head helps in producing more effective leadership. According to Fullen (2000) the most crucial factor for an administrator to cultivate in order to effectively manage a school is the competence of the school head. These competencies encompass seven interconnected leadership domains, each of which encompasses critical facets of leadership that must be carefully tended to. These domains collectively evaluate the school's performance and include the following:

1. **School Leadership:** This domain involves the overarching leadership of the school, setting its vision, mission, and goals, and ensuring that the school community is aligned with its core values and objectives.
2. **Instructional Leadership:** Here, the focus is on the leadership role in curriculum development, teaching methodologies, and assessing instructional practices to enhance the quality of education provided to students.
3. **Creating a Student-Centered Learning Climate:** This domain emphasizes the creation of an environment where students' needs and learning experiences are at the center of decision-making and where their overall well-being and growth are prioritized.
4. **Human Resource Management and Professional Development:** Effective management of school staff, including recruitment, development, and evaluation, is essential. Additionally, providing opportunities for continuous professional growth and development for all staff members is vital.
5. **Parent Involvement and Community Partnership:** Building strong relationships with parents and engaging the broader community in the educational process is crucial for creating a supportive and inclusive school environment.
6. **School Management and Operations:** Managing the day-to-day operations and logistical aspects of the school, including budgeting, resource allocation, and facility maintenance, is fundamental to ensure smooth operations.
7. **Personal and Professional Attributes:** Lastly, the personal qualities and professional attributes of the school head, such as integrity, communication skills, adaptability, and ethical behavior, play a pivotal role in effective leadership.

The competencies required for school heads encompass these seven interrelated leadership domains, each of which contributes significantly to evaluating and enhancing the school's performance. Developing expertise in these areas is essential for the efficient and successful management of a school and interpersonal effectiveness (Aquino, et al., 2021).

### **4. Leadership Capabilities of School Heads**

Recognizing the importance of enhancing the leadership capabilities of school heads is intricately linked to the imperative for educational institutions to attract and retain top-performing teachers. Successful leadership practices at their core encompass three critical dimensions: (advancement of self-awareness, critical and complex management of stress and well-being and conflict resolution); interpersonal skills (building relationships through constructive communication, gaining authority and strength, promoting productivity, and resolving and reclosing tensions); and group skills (inspiring and empowering others, building successful performance, and leading progressive adjustment). Effective leadership in managing people has emerged as the strongest

predictor of school performance. Consequently, enhanced competence in leading people can significantly account for and contribute to the improvement of school performance. Ultimately, this competence can lead to greater efficiency and effectiveness in achieving targets within the Key Result Areas of school-based management for all educational institutions (Lepardo, & Caingcoy, 2021).

### 5. Visionary Leadership for Quality Education

For a school to progress and deliver quality education, it necessitates the school head's visionary leadership, motivation, active support, and encouragement of both teachers and students. Moreover, the head's competency is crucial in engaging all stakeholders effectively, mobilizing their collective efforts, and fostering genuine commitment to school improvement (Anwer, et al, 2018). The contemporary paradigm of leadership is exemplified by school principals who readily embrace emerging challenges as opportunities for organizational development and progress. They prioritize the well-being and advancement of teachers and students above personal interests. Additionally, they excel in acknowledging and crediting those responsible for successful initiatives and outstanding implementations, particularly when dealing with complex educational scenarios (Espiritu, 2021). Enhancing the quality of education requires the role of the heads as a managerial, creative, and innovative in managing his school management. The school head is the manager entrusted with planning and facilitating collaboration among various stakeholders, ensuring that the school management aligns with the programmed strategies aimed at elevating educational quality. The school heads consistently demonstrate outstanding leadership strategies in areas such as planning, organizing, overseeing, directing, and fostering unity. This has resulted in teachers consistently delivering a high level of teaching quality (Pulita, et al., 2021).

### 6. Methodology

Methodology describes methods and procedure being adopted to conduct this study. The study was descriptive in nature, the population of the study comprises of Heads of Primary School. A simple random sampling method was used for data collection. The data was collected from selected public sector institutes to see the implementation status of SDP. The following description illustrates the research design development of instrument, population, data collection procedure and the sample used. Number of institutions in ICT are 432, where 192 are Primary Level institutions so as heads. It consists of Urban and Rural areas. Rural consists of 50 male and 50 female, whereas 61 females are in Urban area Urban-I, 30 and Urban-II, 31). Sample was collected from selected institutions at primary level. For the purpose, one questionnaire were used as a research instrument to get relevant information from selected sample. Descriptive statistics frequency, percentage and mean value were calculated.

### Results

**Table 1. Academic Role to Improve Teaching & Learning**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	8	27%	4
Agree (4)	22	73%	
Undecided (3)	0	0%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 1 depicts that 73% respondents agreed and 27% strongly agreed with the statement that “emphasis on academic role to improve teaching & learning”. Whereas, no one among respondents disagreed with the statement. The mean value of the table i-e. 4 also supported the statement.

**Table 2. Sufficient Funds Allocation towards the Enhancement of the School**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	0	0%	2.8
Agree (4)	3	10%	
Undecided (3)	17	57%	
Disagree (2)	10	33%	
Strongly Disagree (1)	0	0%	

Table 2 indicates that 10% respondents either strongly agreed or agreed with the statement that “sufficient funds allocation towards the enhancement of the school”. 57% respondent were undecided about the statement. Whereas, 33% respondents disagreed with the statement. The mean value of the table i-e. 2.8 did not supported the statement.

**Table 3. Ability to Effectively Handle Both Time And Resources**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	9	30%	4.3
Agree (4)	21	70%	
Undecided (3)	0	0%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 3 illustrates that 70% respondents agreed and 30% strongly agreed with the statement that “ability to effectively handle both time and resources to attain the goals of school improvement”. Whereas, no one of the respondent disagreed with the statement. The mean value i-e. 4.3 also supported the statement.

**Table 4. Adept at Effectively Conveying Information to stakeholders**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	10	33%	4.3
Agree (4)	20	67%	
Undecided (3)	0	0%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 4 depicts that 67% respondents either strongly agreed or agreed with the statement that “adaptive at effectively conveying information to stakeholders”. 33% respondent were strongly agreed about the statement. Whereas, no one of the respondents disagreed with the statement. The mean value of the table i-e. 4.3 also supported the statement.

**Table 5. Teachers Participate In In-Service Training Mechanisms**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	9	30%	4.1
Agree (4)	17	57%	
Undecided (3)	3	10%	
Disagree (2)	1	3%	
Strongly Disagree (1)	0	0%	

Table 5 depicts that 57% respondents agreed and 30% strongly agreed with the statement that “teachers participate in in-service training mechanisms”. Whereas, 3% respondents disagreed with the statement. 10% respondents were undecided about the statement. The mean value of the table i-e. 4.1 also supported the statement.

**Table 6. Teachers Consistently Monitoring the Ongoing Learning Progress of Students**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	0	0%	3.0
Agree (4)	12	40%	
Undecided (3)	5	17%	
Disagree (2)	13	43%	
Strongly Disagree (1)	0	0%	

Table 6 shows that 40% respondents either strongly agreed or agreed with the statement that “rarely witness teachers consistently monitoring the ongoing learning progress of students”. Whereas, only 43% respondents disagreed with the statement. 17% of the respondents were undecided about the statement. The mean value of the table i-e. 3.0 also supported the statement.

**Table 7.** Decision-Making Authority to Implement Various Changes At The School

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	0	0%	3.1
Agree (4)	15	50%	
Undecided (3)	4	13%	
Disagree (2)	11	37%	
Strongly Disagree (1)	0	0%	

Table 7 depicts that 50% respondents either strongly agreed or agreed with the statement that “possess greater decision-making authority to implement various changes at the school”. Whereas, 37% respondents disagreed with the statement. The mean value of the table i-e. 3.1 also supported the statement.

**Table 8.** Prioritizing in Making Collaborative Decisions for Improved Actions in the School over Individual Decision-Making

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	9	30%	4.3
Agree (4)	21	70%	
Undecided (3)	0	0%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 8 illustrates that 70% respondents agreed and 30% strongly agreed with the statement that “prioritize making collaborative decisions for improved actions in the school over individual decision-making”. Whereas, none of the respondents disagreed with the statement. The mean value of the table i-e. 4.3 also supported the statement.

**Table 9.** Actively Contribute to Mobilizing the Community

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	9	30%	4.2
Agree (4)	18	60%	
Undecided (3)	3	10%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 9 indicates that 60% and 30% respondents strongly agreed or agreed respectively with the statement that “actively contribute to mobilizing the community in your role”. Whereas, none of the respondents disagreed with the statement. The mean value of the table i-e. 4.2 also supported the statement.

**Table 10.** Teachers Acknowledge And Appreciate Your Efforts Towards School Improvement

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	5	17%	3.5
Agree (4)	13	43%	
Undecided (3)	4	13%	
Disagree (2)	8	27%	
Strongly Disagree (1)	0	0%	

Table 10 illustrates that 43% and 17% respondents strongly agreed and agreed respectively with the statement that “Do teachers acknowledge and appreciate your efforts towards school improvement”. 13% respondent were undecided. Whereas, 27% respondents disagreed with the statement. The mean value of the table i-e. 3.60 also supported the statement.

**Table 11.** Concentrating On Enhancing Students' Achievements Through Extracurricular Activities

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	16	53%	4.5
Agree (4)	14	47%	
Undecided (3)	0	0%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 11 indicates that 53% and 47% respondents strongly agreed and agreed respectively with the statement that “concentrating on enhancing students' achievements through extracurricular activities”. Whereas, none of the respondents disagreed with the statement. The mean value of the table i-e. 4.5 also supported the statement.

**Table 12. Implement Monitoring Practices At Various Points Throughout The Academic Year**

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	11	37%	4.3
Agree (4)	17	57%	
Undecided (3)	1	3%	
Disagree (2)	1	3%	
Strongly Disagree (1)	0	0%	

Table 12 depicts that 57% and 37% respondents strongly agreed and agreed respectively with the statement that “implement monitoring practices at various points throughout the academic year”. Whereas, only 3% respondents disagreed with the statement. The mean value of the table i-e. 4.3 also supported the statement.

**Table 13.** Computer Lab is Fully Equipped with Computers for the Staff and Students

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	3	10%	3.4
Agree (4)	14	47%	
Undecided (3)	5	17%	
Disagree (2)	8	27%	
Strongly Disagree (1)	0	0%	

Table 13 shows that 47% respondents either strongly agreed or agreed with the statement that “computer lab is fully equipped with computers for the staff and students”. 10 % respondents were undecided. Whereas, 27% respondents disagreed with the statement. The mean value of the table i-e. 3.4 also supported the statement.

Table 14. Staff and students can readily access the required updated library books

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	4	13%	3.3
Agree (4)	12	40%	
Undecided (3)	3	10%	
Disagree (2)	11	37%	
Strongly Disagree (1)	0	0%	

Table 14 shows that 40% and 13% respondents strongly agreed and agreed respectively with the statement that “Staff and students can readily access the required updated library books”. 10 % respondents were undecided. Whereas, 37% respondents disagreed with the statement. The mean value of the table i-e. 3.3 also supported the statement.

**Table 15.** Assessment Practices Satisfaction Level at School Satisfactory

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	2	7%	3.1
Agree (4)	12	40%	
Undecided (3)	2	7%	
Disagree (2)	14	47%	
Strongly Disagree (1)	0	0%	

Table 4.1.29 depict that 40% and 07% respondents strongly agreed and agreed respectively with the statement that “assessment practices satisfaction level at school”. 07 % respondents were undecided. Whereas, 47% respondents disagreed with the statement. The mean value of the table i-e. 3.1 supported the statement.

**Table 16** Provide Incentives to Motivate Your Teachers

Scale	Frequency	Percentage	Mean Score
Strongly Agree (5)	10	33%	4.3
Agree (4)	19	63%	
Undecided (3)	1	3%	
Disagree (2)	0	0%	
Strongly Disagree (1)	0	0%	

Table 16 shows that 63% and 33% respondents strongly agreed and agreed respectively with the statement that “provide incentives to motivate your teachers”. 03 % respondents were undecided. Whereas, none of the respondents disagreed with the statement. The mean value of the table i-e. 4.3 also supported the statement.

## 7. Conclusion and Recommendation

School heads are taken into consideration as powerful actors. Schools being socially natural units have emerged as pretty complex, as a result, they should be treated by employing capable and energetic head teachers who play a key position in improving colleges holistically. The general analysis of this has lead us to a end there are a huge variety of college heads management capabilities that have been exceedingly rated by the teachers inside the quantitative evaluation and through head instructors each in quantitative and qualitative assessment. These include resolving



issues with the views presented via the team through the head teacher, demonstrating powerful selection-making, delegating responsibilities to others, monitoring the development of the delegated obligations, coping with his or her growth via personal efforts, articulating in reality through conversation abilities, growing college vision, having fun to be spent for the development of the faculty, handling sources for the development of the faculty, speaking information with others, possessing decision energy to convey modifications for the development of the college, locating appreciation of teachers for his or her efforts for the improvement of the college, tracking practices at college, having access to laptop labs ready with computers each for staff and college students.

The competencies which have been low rated consist of competency in trade control, improvement of others, inspiring other toward the fulfillment of faculty vision, placing clean educational instructions, carrying out the achievement of most people of the students, improving teaching and learning with the a success contribution of the crew, arranging everyday meeting for dad and mom, focusing the academic function to enhance teaching and learning, engagement of instructors with variety of teaching and getting to know sports, non-stop monitoring of ongoing college students getting to know, unavailability of problem competent teachers enrichment of curriculum.

It may be concluded that excessive rated skills are certainly the strengths of the college management and the low rated abilities of our college head teachers call for the immediate attention of our instructional leaders, policy formulators and training development establishments to take some idea full steps for well-timed addressing those lacking abilities of our head instructors. It will in all likelihood help to make sure high-quality of education in our schools

The suggested projects of the top teachers taken for the development of the school offer the researcher and possibility to look at the college development projects in relation to the challenges being faced by these head instructors on the course towards school development. It is plain most of those demanding situations are encompassing coaching studying techniques and expert development of the teachers. On the opposite hand the variety of projects taken by means of the top teachers, are in most cases addressing the executive factors i e placing the security wires, planting, repairing the antique furniture, arranging easy ingesting water etc. These administrative responsibilities are vital issue of faculty operations and cannot be unnoticed however they have to not accredit to be drain the time had to be spent with the aid of the top trainer for the development of the teaching gaining knowledge of processes and expert improvement elements. It may be very critical for the top teachers to take projects as change sellers in preference to setting the hat of administrator as a core obligation of his or her activity.

The findings of the take a look at additionally lead us to conclusion that the improved bring about the college are attributed to the inclinations and skills of head instructors. After the evaluation of head instructors management talents and its courting with college results, it got here to discover that there is robust relationship with management competencies of the faculty head and faculty outcomes. Hence, it's far deeply found out that powerful management is of essential significance in a faculty's improvement. To permit a college to develop toward supplying best schooling requires the pinnacle instructors' vision, their motivation, support and encouragement of teachers and college students, and his competency to absolutely contain all the stakeholders in extending their honest efforts towards the improvement of the faculty.

Another vital end is that numerous demanding situations are hindering the school development procedures and the life of these head instructors are constantly beset via them. A closer scrutiny found out that there are middle challenges facing by way of these school heads. Demoralized and uncommitted teachers because of negatively portrait of presidency institution by means of the

media, heavy administrative roles of heads of the school, overcrowded instructions, susceptible bring about Maths and Science, college students affair control, youngsters coming from low socio instructional backgrounds, loss of dad and mom participation, availability of challenge ready instructors, readiness of elderly teachers for the usage of new strategies of coaching, protection troubles, college students drop out issues, assessment troubles and group paintings. As our school leaders are beset through numerous demanding situations, so these leaders want to upward thrust to the hard conditions. Each school context is new, so ought to they assume a new and novel methods to solve those troubles with the maximum involvement of the school community.

It can be concluded, that identifying management skills of school heads is a valuable and wished responsibility. The researcher were given an opportunity to get thru numerous associated studies each in advanced and growing international. The perception won from this have a look at recommend the truth that during spite of the complex and repeated happening faculty improvement competency demanding situations, head teachers can make a distinction in the existence in their college students and teachers by their deep love with the profession and sincere commitment with the roles and duties as head trainer of the school.

In the mild of the emerged information pushed leadership talents of head instructors of the secondary schools, an extra comprehensive need evaluation and analysis need to be done of the competency profile of the faculty heads at a broader level. This in depth analysis of the competency profile of school leadership will permit the responsible institutions and organizations to streamline the management and management improvement elements with the aid of framing an education programme for the faculty leaders primarily based on the ground realities of the real work reports of our school heads.

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