

## The Role Of Heads' Leadership Styles In Public Sector Secondary School Teachers' Commitment In Sindh

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**ABSTRACT:** *The concept of leaders has for centuries been a central tenet of human society. The role of leadership in educational institutions cannot be ignored, because it plays a pivotal part to craft a vision, mission, objectives, planning, framing strategies, desired actions, policies, and methods to achieve those set objectives successfully in pursuance of imparted directions and coordination with subordinates. This study investigates the role of heads' leadership styles in public sector secondary school teachers in Sindh. In this study, data was collected from both sources' primary and secondary school head teachers. The study used a quantitative approach for data collection and analysis. The results of the study advocated that transactional and laissez-faire heads' leadership styles have a negative impact on public sector secondary school teachers' commitment, whilst transformational, autocratic, and democratic heads' leadership styles have positive impacts on public sector secondary school teachers' commitment. Consequently, it is recommended that heads of schools should be democratic in their leadership styles.*

**Keywords:** *Teacher Commitment, Transformational, Transactional, Autocratic, Laissez-faire, Democratic, Leadership Style.*

### Introduction

Teacher commitment is an essential tool not only for creating a positive school culture but also for declaring it successful, which is proportionately linked with heads' attitudinal approaches during school business. Unfortunately, less teacher commitment is generally prevalent in public sector secondary schools in District Larkano, Sindh, which can contribute to poor school performance and ineffectiveness. Head's leadership style can significantly affect the level of commitment of teachers in public sector secondary schools and understanding the association with leadership style such as democratic, autocratic, laissez-faire, transformational and transactional (Mooman, Ali & Lashari, 2023). The adoption of such leadership styles by school heads can have a direct or indirect impact on teacher commitment, performance and satisfaction. Concluding that, it can, in turn, affect school performance and effectiveness (Bass & Riggio, 2006; Goleman, Boyatzis, & McKee, 2013). Democratic leadership is a style whereby

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leadership facilitates teachers to participate, share ideas, set goals, solve problem with consensus (Samad & Lashari, 2023). In contrast, an autocratic or egocentric, leadership style adopted by heads can lead to lower levels of teacher commitment and increased dissatisfaction among teachers (Goleman, Boyatzis, & McKee, 2013). Transformational leadership is characterized by inspirational and visionary leadership that encourages teachers for ownership, skill development, so as to achieve excellence, while transactional leadership involves motivating based on reward and punishment (Samad & Lashari, 2023). Therefore, the purpose of this research is to discover the role of heads' leadership styles in public sector secondary school teachers' commitment in District Larkano, Sindh.

### **Research Questions**

1. What is the recommended pattern of heads' leadership style at public sector secondary schools in District Larkano, Sindh?
2. What is heads' adopted style of leadership at public sector secondary schools in District Larkano, Sindh?
3. How does heads' leadership style impact either positive or negative on commitment at public sector secondary schools in District Larkano, Sindh?
4. What are suitable solutions to increase teachers' commitment level at public sector secondary schools in District Larkano, Sindh?

### **Literature Review**

#### **Teacher Commitment**

Teacher's commitment reflects behavioral features of a teacher; emphasizing on professional upliftment, emotional attachment with teaching learning process, having an intimacy with students, applying pollyannish approach, and always remaining cautious about students' motive, strength, needs, situation, (Swarnalatha, 2016). Joffres and Haughy (2001) further authenticates by saying that teacher's commitment is foundation for successful school which is critical for the effective functioning of secondary schools. Teachers who are committed to their work are more likely to engage in innovative teaching practices, participate in professional development, and create positive learning environments for their students (Ingersoll, 2012). School leadership has been determined as one of crucial factors that can influence teacher commitment (Brewer & Goh, 2016). In particular, the leadership style of school heads has been found to have a significant impact on teacher commitment (Leith & Jantzi, 1990). This literature review explored the existing research on the relationship between heads' leadership styles and public sector secondary school teachers' commitment.

#### **Head's Leadership style**

The combination of various attributes, actions, and qualities that leaders employ to engage with their teachers is denoted as their leadership style. As discussed by Mitonga-Monga and Coetzee (2012) leadership constitutes a pattern of managerial conduct that strives to harmonize organizational or personal interests with influences to accomplish specific objectives.

Harris et al. (2007) expound that a leader's relational manner can be defined as the manner in which they encourage teachers to collaborate towards a shared objective. In the context of contemporary leadership, distinct styles can be classified into several categories: transformational leadership, transactional leadership, democratic leadership, autocratic

leadership, laissez-faire leadership, situational leadership, culture-centric leadership, charismatic leadership, and visionary leadership.

### **Democratic Leadership style**

Tannenbanum and Schmidt (2012) state that a style through which decision-making is decentralized and involves all teachers, is called democratic leadership. Although democratic leadership holds the potential for poor decisions and less effective implementation, it is also noted for boosting teacher performance by valuing their ideas (Jilani, Lashari & Bukhari, 2023). Another crucial aspect of democratic leadership is the belief that all participants have an equal role in decision-making and possess a shared level of knowledge, as pointed out by Rukmani et al. (2010). Elenkov's research (2002) demonstrated that adopting a democratic leadership approach positively influences both organizational performance and teacher commitment. This style of leadership enables teachers to actively participate in decision-making processes and contribute their insights to the collective and administrative discussions (Buriro et al., 2023). Within the framework of democratic leadership, teachers receive constructive feedback alongside genuine recognition, fostering a sense of responsibility, transparency and answerability (Elenkov, 2002). Bhargavi and Yaseen's study (2016) delved into the effects of democratic leadership on administrative effectiveness in organization and commitment. Their findings suggest that democratic leadership yields positive outcomes for an organization's performance by fostering an environment where teachers can freely express their innovative ideas and actively partake in decision-making processes (Noorani & Lashari, 2023). Beyond its immediate advantages, this leadership approach also contributes to cultivating future leaders, thus ensuring the organization's enduring success. Choi (2007) further highlights the significance of democratic leadership in fostering group participation and open discussions, ultimately leading to enhanced teacher performance, job satisfaction, and commitment. Therefore, the adoption of a democratic leadership style holds the potential to not only enhance overall organizational performance but also optimize efficiency (Zehra et al., 2023). Consequently, it is evident that democratic leadership's constructive influence extends to both organizational performance and teachers' commitment. (Elenkov, 2002).

### **Autocratic Leadership style**

Leaders who adopt an autocratic leadership style tend to exhibit a bossy demeanor. These leaders prefer their teachers to execute their directives and hold their authority in decision-making process (Obiwuru, et al., 2011). The adherents of autocracy are compelled to carry out assigned tasks and strategies in a prescribed mode. In a bid to delve into the influence of leadership styles on both organizational performance and the commitment of teachers, Iqbal, Anwar, and Haider (2015) have conducted research in this area. Their study highlights that authoritarian leadership serves as another term for autocratic leadership. Such leaders lack imaginative thinking and tend to foster one-sided discussions (Ahmed et al., 2023). Consequently, this detrimentally influences teachers' motivation and commitment levels. Despite this, the autocratic leadership style is acknowledged for its effectiveness in the short run. However, it's worth noting that this approach curbs workplace socialization and communication, which are crucial for fostering a congenial environment, conducive to optimal teacher performance and commitment at school level (Ahmed et al., 2023). Autocratic leadership can give rise to internal conflicts within school organization, subsequently leading to a negative impact on teachers' commitment and their performance (Iqbal et al., 2015). In contrast, Bhargavi and Yaseen (2016) argue that an authoritarian leadership style can actually enhance the teacher's performance and commitment, especially when there's a need to meet tight project deadlines, this leadership style becomes preferable (Bhargavi & Yaseen, 2016). Igbaekemen and Odivwri (2015), in their investigations on the various ways by which different

leadership philosophies have an influence on organizational efficiency. According to their findings, autocratic leaders are those who assign tasks, strategies, and policies to teachers, expecting them to adhere rigorously. However, these leaders tend to display limited trust in eyes of under serving teachers.

### **Laissez-faire Leadership style**

The laissez-faire leadership can be considered either highly effective or extremely detrimental (Goodnight, 2011). In the context of leadership, the French phrase "laissez-faire," which translates to "let it be," pertains to leaders who allow teachers to function independently. Laissez-faire leaders entrust authority and avoid intervention, often granting teachers' teams the freedom to execute tasks and set their own deadlines (Buriro et al., 2023). Heads who adopt a laissez-faire style often empower their subordinate teachers to determine the methods for task completion (Chaudhry & Javed, 2012). They provide resources and guidance when necessary but otherwise remain hands-off. This leadership style can yield positive results if the leader continuously does the appraisal of performance and offers feedback to subordinates. The major benefit of laissez-faire leadership lies in the fact that affording their teacher's considerable autonomy can lead to elevated job satisfaction, strong commitment, and heightened productivity. However, this style can prove detrimental if teachers under subordination struggle with time management or lack the requisite knowledge, skills, or motivation for effective work execution (Buriro et al., 2023). Additionally, this type of leadership might emerge when heads lack sufficient control over the teachers who are under his/her administrative control (Ololube, 2013).

### **Transformational Leadership style**

The primary objectives of transformational leadership revolve around nurturing the growth of teachers under subordination while also considering their individual requirements. Leaders who adopt a transformational leadership approach place significant emphasis on fostering the holistic development of teachers (Jilani, Lashari & Bukhari, 2023). This encompasses their value systems, moral maturation, skill enhancement, motivation levels, and the extent of their commitment (Fayaz et al., 2023). Transformational leadership serves as a potent conduit for establishing a comprehensive understanding of the shared values, interests, motivations, and commitment levels between leaders and their subordinate teachers. It functions as a bridge that facilitates a deeper connection between these aspects (Jilani, Lashari & Bukhari, 2023). As outlined by Bass and Avolio (1994), transformational leadership embodies remarkable leadership proficiencies. This leadership style comes to the fore when leaders succeed in elevating the commitment of teachers under their guidance. Transformational leaders are instrumental in inspiring teachers to surpass their personal interests and strive for greater achievements. In this context, teachers who transcend their own boundaries emerge as transformational leaders themselves. These leaders offer numerous advantages, stemming from their charismatic capacity to motivate, their skill in tending to the emotional requirements of teachers, and their ability to provide intellectual stimulation (Bass & Avolio, 1994). As pointed out by Wang et al. (2011), there exists a positive correlation between transformative leadership, commitment level, and student accomplishment. Furthermore, this research demonstrated a constructive association between transformative leadership and the overall performance of teachers. According to Xu and Wang (2010), the impetus directed towards specific behaviors plays a pivotal role in determining performance, which hinges on competencies, aptitudes, knowledge, and motivation. The findings from the study conducted by the aforesaid scholars establish that transformational leadership substantially enhances the holistic professional advancement of teachers. Transformational leaders establish a meaningful and fulfilling connection with individuals or groups. Teachers are inspired to align themselves with

transformational leaders due to their charismatic qualities, both in terms of ideals and behavior (Jyoti & Bhau, 2015; Bushra et al., 2024). Through personalized interactions, transformational leaders cultivate an environment where teachers experience satisfaction, thereby enhancing their commitment and overall effectiveness. Consequently, there exists a positive correlation between transformational leadership and teacher performance or commitment (Jyoti & Bhau, 2015). In line with this perspective, Sofi and Devanadhen (2015) emphasize that transformational leadership holds considerable sway over teachers' performance and commitment levels. In their study, Sofi and Devanadhen (2015) conducted research within school organizations, utilizing statistical tools such as SEM and SPSS. Their investigation culminated in the observation that transformational leadership has a direct and constructive influence on teacher performance and commitment.

### **Transactional Leadership style**

A transactional leadership is a process of exchange of something. When someone performs, he/she gets something in return on the part of head (Uchenwangbe, 2013). It entails series of elements like promotions, salary increments, performance evaluations, additional responsibilities, and more. The central concern with this leadership approach is grounded in expectations. Consequently, the interaction of objectives and rewards between the school administration and teachers is termed as transactional leadership (Ojokuku et al., 2012). Longe's study (2014) indicates that the transactional leadership style has a positive impact on both teachers' performance and commitment. As teachers can consistently achieve measurable objectives, transactional leadership contributes to establishing and upholding an environment where school organization and teaching skills are optimized (Fayaz et al., 2023). This style of leadership notably aids in crafting an environment that optimizes performance and speaks for fascinating vision that elevates overall school management performance and teachers' commitment (Longe, 2014). Contrastingly, Sofi and Devanadhen's research (2015) does not find a direct correlation between transactional leadership and school performance. This approach to leadership doesn't foster creativity, innovation, and commitment among teachers, resulting in teachers not meeting the expectations of the school administration.

### **Method & Procedure**

In this study, descriptive survey research using quantitative approach as suggested by (Cresswell, 2014) to know perception, attitudes, behaviors and characteristics of a population was applied by considering the taken-up factors into account. The Questionnaire, five points Likert Scale, which encompassed 30 items adopted from Commitment Scale Revised version (Meyer, Allen & Smith, 1993), Six Leadership Styles (Goleman, 2000) and Multi Leadership Questionnaire (Bruce Avolio & Bernard B) was used in gathering of data, after slightly modification so as to be fitted with study. For data analysis, descriptive and inferential statistics were used. The questionnaire was defined as a group items, designed for investigation to be answered by respondents in writing based on his/her own level of knowledge or bent of mind. By this route, the investigator gathered a plenty of data in minimal allocated time which was also cost effective. "It also allowed consistency when questions were compared across respondents," Manion, (eds), (1994).

This study used five-point Likert Scale (Questionnaire) which encompassed 30 items adopted from Commitment Scale Revised version (Meyer, Allen & Smith, 1993), Six Leadership Styles (Goleman, 2000) and Multi Leadership Questionnaire (Bruce Avolio & Bernard B) in gathering of data, after slightly modification so as to achieve the objective of this research smoothly.

This was the sampling frame for population of schools, categorical bifurcated for male and females as public sector secondary schools, with serving teachers in District Larkano, Sindh:

- There were seventy-two (72) Public Sector High and Higher Secondary Schools, with gender wise distribution: fifty-nine (59) for Boys and thirteen (13) for Girls, separately.
- There were total seventy-two (72) Heads of Schools. Out of (72) fifty-nine (59) were men whereas thirteen (13) were women.
- The total number of teachers providing their services was 2069.

However, sample for this study was chosen by using the technique of random sampling, as recommended by Morgan in his table, if total population was more than 2000, then 322 teachers were to be significant for data collection, so that data was collected by source adopted questionnaire, which were shown in Table 3.5.1 and 3.5.2. The sample for this study was as follows:

There were twenty (20) Public Sector High and Higher Secondary Schools selected from District Larkano, Sindh.

Teachers who were delivering their services at those High and Higher Secondary Schools was N=322 in District Larkano, Sindh.

Researchers took it seriously, and when faced with uncertainties, they employed strategies to strengthen the instrument. Collaboration with experts in the Educational Teaching Experts and Policy Studies Department, who possessed specialized knowledge, was key to finalize. These experts provided invaluable insights and critical feedback to refine the instrument and improved its ability to capture the intended phenomena. Input from colleagues, especially those experienced in related research areas, was also sought.

The acceptable principle for reliability test was that when Cronbach's alpha produced value 0.725 or higher, suggesting that the items within the questionnaire were measuring the same underlying construct consistently (Orodho 2005).

In this research, the instrument as applied was five-point Likert Scale (Questionnaire) which encompassed 30 items adopted from Commitment Scale Revised version (Meyer, Allen & Smith, 1993), Six Leadership Styles (Goleman, 2000) and Multi Leadership Questionnaire (Bruce Avolio & Bernard B) was used in gathering of data. In the seminal work of Kombo and Tromp from 2006, particularly highlighted in their 1990 publication, a comprehensive approach to data collection was proposed. Following this, it was emphasized the importance of exchanging field experiences among researchers through direct, personal interactions with a specific target population. The systematic commencement of this process began with the crucial step of obtaining formal approval from the Chairperson of the Department of Teacher Education of Sindh Madressatul Islam University, Karachi. Subsequently, permission was also secured from relevant authorities overseeing educational matters within the respective jurisdiction.

The research employed a data collection method centered around a structured questionnaire, while data analysis was conducted using SPSS version 26.0.0, a widely-used statistical software package. Descriptive statistics were employed to provide a succinct summary of key data points, offering insights into central tendencies, variations, and patterns within the dataset. This initial step helped in establishing a baseline understanding of the research variables.

## Results

**Table 4.1.1** Pearson correlation: Relationship between leadership styles and teacher Commitment

<b>Variables</b>	<b>Mea n</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher Commitment	16.178	1.894	1.000				
Transactional leadership	3.123	1.143	- 0.174**	1.000			
Transformational Leadership	3.998	0.398	0.265**	0.123 *	1.000		
Autocratic leadership	2.005	1.542	0.064**	-0.343	- 0.165	1.000	
Democratic Leadership	4.598	6.545	0.156**	-0.121	0.123	- 0.092	1.000
Laissez-faire Leadership	2.454	0.756	-0.292* *	0.265 *	- 0.299	0.312	- 0.171

**Table 4.1.2: Model summary<sup>b</sup>**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin Watson</b>
1	0.493a	0.252	0.173	1.4654	1.031

a. Predictors: (Constant), democratic, autocratic, laissez-faire, transactional, transformational  
Dependent variable: stands for teacher commitment

**Table 4.1.3: ANOVA**

<b>Model</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
Regression	32.765	5	5.123	2.542	0.54a
Residual	109.876	59	2.152		
Total	142.987	64			

a. Predictors: (Constant), democratic, autocratic, laissez-faire, transactional, transformational  
Dependent variable: stands for teacher commitment

**Table 4.1.4: Coefficients<sup>a</sup>**

<b>Model</b>	<b>Unstandardized coefficients B</b>	<b>Std. Error</b>	<b>Standardized coefficients Beta</b>	<b>T</b>	<b>Sig.</b>
Constant	23.042	3.132		6.544	0.000
Transactional	-0.076	0.432	-0.421	-0.272	0.021
Transformational	0.123	0.465	0.032	0.276	0.041
Autocratic	0.076	0.191	0.041	0.581	0.521

Democratic	0.000	0.065	0.003	0.09	0.018
Bureaucratic	-.453	0.321	-.352	-2.143	0.029

Comparisons of Adjusted R<sup>2</sup> (Relationship) of Teachers’ Commitment Questionnaire (TCQ)

The study sought to investigate the role of heads leadership styles: Transformational Leadership, Transactional Leadership, Democratic Leadership, Autocratic Leadership and Laissez-faire Leadership in Teachers’ Commitment, at Public Sector Secondary Schools of District Larkano, Sindh. The following Hypothesis were proposed:

**H<sub>0</sub>.** Leadership styles of head have no any role in Teacher commitment Secondary Schools of Larkano, Sindh.

**H<sub>1</sub>.** Leadership styles have positive role in Teacher commitment Secondary Schools of Larkano, Sindh.

**H<sub>2</sub>.** Leadership styles have negative role in Teacher commitment Secondary Schools of Larkano, Sindh.

The dependent variable (Teacher Commitment) was regressed on predicting variables of transformational leadership, transactional leadership, democratic leadership, autocratic leadership and Laissez-faire leadership styles. The independent variable significantly predicts teacher commitment ( $F(5, 42) = 2.542$ ;  $R^2 = 0.252$ ;  $P < 0.05$ ), which indicates that five factors under study have significant impact on teacher commitment. Moreover,  $R^2 = 0.173$  depicts that model explain 17% of variance in teacher commitment.

Additionally, coefficients were further examined to evaluate the influence of each factor on dependent variable (Teacher Commitment): **H<sub>1</sub>.** Leadership styles have positive role in Teacher commitment at public sector Secondary Schools of Larkano. Results of the study showed that Transformational, Democratic, and Autocratic leadership styles have positive role in teacher commitment ( $\beta = -0.032$ ;  $t = 0.276$ ;  $P > 0.05$ ,  $\beta = -0.003$ ;  $t = 0.09$ ;  $P > 0.05$  and  $\beta = -0.041$ ;  $t = 0.581$ ;  $P > 0.05$ ). Hence, **H<sub>1</sub>** was testified. **H<sub>2</sub>.** Leadership styles have negative role in Teacher commitment at public sector Secondary Schools of Larkano. Results of the study revealed that Transactional and Laissez-Faire leadership styles have negative role in teacher commitment ( $\beta = -0.076$ ;  $t = 0.272$ ;  $P > 0.05$ , and  $\beta = -0.453$ ;  $t = -2.143$ ;  $P < 0.05$ ). Hence, **H<sub>2</sub>** was also supported. The results are presented in Table 5.1.1.

Table 5.1.1 Hypothesis Results

Hypothesis	Regression Weightage	B	T	p-value	Results
	TFL→TC	0.032	0.276	0.410	
H <sub>1</sub>	DL→TC	0.003	0.090	0.018	Supported
	AL→TC	0.041	0.581	0.521	
	TSL→TC	-0.076		0.021	
H <sub>2</sub>	LL→TC	-0.453		0.029	Supported



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R	0.252
F (5, 42)	2.542

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\* $p < 0.05$ . TFL: Transformational Leadership, DL: Democratic Leadership, AL: Autocratic Leadership, TSL: Transactional Leadership, LL: Laissez-faire Leadership, TC: Teacher Commitment.

### Discussion

Research questions as the proposed in this study which propels researchers to discover the justifications that were investigated, interpreted and discussed. Answers to those questions are provided as under:

#### Research Question 1

The results suggested that transformational leadership style was recommended pattern of heads' leadership style at public sector secondary schools, which would foster teacher commitment and boost up teacher performance at there. The result was that it portrayed school success, (Olurotimi(PhD), Asad, & Abdulrauf, 2015).

#### Research Question 2

The results suggested that Transformational, Transactional, Laissez-faire, Democratic, and Autocratic leadership styles were exhibited most adopted patterns by heads of secondary schools in District Larkano, which resulted increase or decrease the teacher commitment

#### Research Question 3

The findings suggested that there were positive and negative relationships between selected heads leadership styles in teacher commitment in District Larkano. It testified the both alternative hypothesis  $H_1$  &  $H^2$  were supported the preceding results produced by (Wang, et al., 2010; Obiwuru, et al., 2011). Consequent to which, it also concluded that positive relationship increased teacher commitment, conversely, negative relationship decreased teacher commitment at public sector secondary schools in District Larkano, Sindh.

### Conclusion

The results of this investigation suggested the following conclusions: There was positive and negative impact of heads leadership styles on public sector secondary teachers' commitment in District Larkano. Democratic leadership style, Transformational leadership style and Autocratic leadership style with teachers' commitment at public sector secondary schools of District Larkano were found to have positive relationship ( $r = 0.156, 0.265, 0.064$ ;  $P < 0.001$ ) respectively, whilst Transactional leadership and Laissez-faire leadership style with teachers' commitment at public sector secondary schools of District Larkano were found to have negative relationship ( $r = -0.174, -0.292$ ;  $P < 0.001$ ) respectively.

The data analysis was conducted through the application of SPSS 22.0 version and Graph-Pad, Multiple Regression Analysis, the online application on <https://www.graphpad.com>, the produced statistics of Adjusted  $R^2$ , F-test, T-value and P-value of factors for checking of research hypothesis. It suggested that the alternate hypothesis ( $H_1$  &  $H_2$ ) were proved in line with previous research studies (Wang, et al., 2010; Obiwuru, et al., 2011), by interpreting that there was positive and negative roles played at end of public sector secondary schools' head by adopting different leadership styles when they administered their office business. Hence, it was concluded that heads leadership styles might increase or decrease the teacher commitment at public sector secondary schools in District Larkano, Sindh.

### Recommendations

The school is the place where teaching learning process is formally carried out. It is generally based on tri-partite factors: Heads, Teachers and Taught. The successful school is the product of teachers' commitment, engagement, job satisfaction and performance: The more

commitment of the teachers is resulting the more performance of teachers and taught, if there is less commitment, is causing poor performance and dissatisfaction amongst teacher and taught (Duong, 2016).

However, below recommendations may be adopted to increase teachers' commitment (PC), which may result successful school in term of boosted teachers performance and student achievement finally yielding nation development in general:

- School heads may adopt transformational & democratic leadership styles in general, but sometime may also adopt autocratic leadership style in specific conditions by considering school environment/ objectives, in larger interest of school when he/she is going to handle office routine business because those can cast positive impact on teacher commitment at public sector secondary schools of District Larkano.
- School heads may avoid adopting transactional & laissez-faire leadership style because it casts negative impact on teacher commitment at public sector secondary schools of District Larkano

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